

full grant. The change could involve some councils, such as the Inner London Education Authority, in substantial back payments.

Now the Solicitor General's office is examining the ruling and guidance which is expected to be issued within two weeks.

PLATFORM

Prospects for 1983 appear gloomy, but George Walker believes adversity can be turned to the advantage of educational development if the temptation to turn the clock back is resisted.

School lunch will never be the same again



Old stereotypes die hard: the BBC television programmes on Radley (below) and Kingswood (above) schools have confirmed that the education system is more deeply divided than ever before.



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At first glance it is hard to see much good coming out of 1983. School closures will gather pace; tiny pay awards will be offered and rejected; ministerial statements will continue to undermine teachers' morale; the Youth Training Scheme will lurch into an uncertain future and financial cuts will bite still further into every area of the maintained system.

But a closer look suggests that for those who can keep their heads and most of their principles there will be a number of important issues still open to influence during the year ahead. The activities of the Manpower Services Commission, public examinations, the disappearing school meals service and even the growing spectre of unemployment all present the chance to convert adversity into opportunity.

But a closer look suggests that for those who can keep their heads and most of their principles there will be a number of important issues still open to influence during the year ahead. The activities of the Manpower Services Commission, public examinations, the disappearing school meals service and even the growing spectre of unemployment all present the chance to convert adversity into opportunity.

Nothing turns heads and erodes principles quite like the prospect of money, particularly during a period of acute financial starvation. I wonder if there is anyone still living who remembers seeing a poster inside a school? All those millions on offer from the MSC for a new approach to technical education are going to prove irresistible. Indeed, when so many of us have supported Education for Capability and deplored the continuing emphasis on the cognitive-intellectual curriculum, urging a more vocationally-orientated one, it is hard to complain when, at a stroke, the MSC chairman cuts through more than 80 years of educational prejudice. But let us not compromise the hard-won principle of a common curriculum and risk turning the clock back to a new version of tripartite schooling. In the hands of sensitive local authorities the proposed 10 pilot schemes could show ways of sharpening up the whole curriculum to offer a more relevant experience for all pupils, but it will require an unusual degree of cooperation between administrators and teachers.

We must hope that this small sign of DES-MSC cooperation (if that is the appropriate description) develops further during the year ahead because, without strong school support and cooperation, the Youth Training Scheme will limp along as an ameliorate the insidious problem of youth unemployment. Instead, the YTS should become part of a fully integrated scheme of education and training for everyone post-16. No one can seriously suggest that it will make much impact upon unemployment and without the support of schools it will turn as sour as the YOP schemes; but not before it has done great damage by threatening to divide 16 to 19 education into a school sixth forms and tertiary modern in the FE colleges.

Public examinations at 16 are poised in a Janus-like state of instability. The common system is no nearer than a year ago and there is still a possibility that the Secretary of State will turn it down, albeit for the wrong reason. For the moment the 17-plus proposals have, quite predictably, run into the quicksands of vested interest and teachers would be well advised to help to pull them out and study them very carefully because here is a form of assessment with scope to recommend it, both in scope and design. At the moment, however, FE is making all the running.

'All manner of tensions within society will develop now that the all-healing balm of full employment has been taken away'

In fact, the two embryonic alternatives to the existing system of 16-plus examinations - pupil statements and graded tests - are both alive and well, recently encouraged by the Inner London Education Authority and Oxfordshire with a particularly welcome boost from the Oxford Examination Delagacy. Such regional developments point to the likely pattern for the future and illustrate well the potential influence of enlightened chief education officers. With so many developments depending upon the initiative, encouragement and coordination of local authorities, I hope that 1983 will become the "Year of the CEO" and I give daily thanks for the calibre and experience of those who fill these difficult posts at the present time.

However much we may regret it, it has now become fairly clear that school lunches will never be the same again and the time has surely come to see if the situation can be turned to advantage. Indeed it can, most especially giving us the chance to restructure the school day. Time is a crucial element in the process of learning and, also, with teachers' and money (at best) static, it is really the only variable remaining within our control. Again, there have been interesting local experiments during the past year with several involving significant community cooperation. We must hope to read about further developments during 1983.

Outside the schools, but drawing closer by the day, rising levels of unemployment threaten the very fabric of institutions which have derived most of their social credibility from finding their pupils jobs. According to the OECD, unemployment will continue to grow in this country until at least mid-1984, and a serious commentator has suggested a significant drop after that. The economic structure of the country is changing and all manner of tensions within society will develop

now that the all-healing balm of employment has been taken away. Schools will have a vital role to play in the reconstruction of values that are more appropriate to the new economic situation, for the sake of civil harmony and the renewal initiative (diverse, but exclusive qualities) we would like to encourage, develop and share all of our pupils. The challenge will be to redefine what society recognizes and rewards as being able "work" and it is clear that only the comprehensive school has a part to play in this process because it alone contains seeds within its own organization of the new growth.

The tragedy of 1983 is that it faces the task of preventing divisions within the social fabric with an educational system that itself more deeply split than ever before. With its programme of Radley and Kingswood Schools, BBC has confirmed that the independent and maintained schools now move in quite unrecognizable orbits which no voucher scheme is ever likely to bring together. I now see little prospect for serious reconciliation of two systems that are founded upon quite different sets of principles. Even the measure of goodwill and mutual respect that existed 10 years ago has been largely destroyed by the Assisted Places Scheme and the sight of the independent schools growing stronger day by day is a direct result of government policy.

But when the time comes for everyone in this country to face up to the implications of the loss of employment for an increasing fraction of the work-force (it is

'We face the task of preventing deep divisions within the social fabric with an educational system that is itself more deeply split than ever before'

education will speak with one voice. Society must accept responsibility for the local community of each of its pupils; that the damaging and increasing irrelevance of young people to the needs of the country is a reality of 1983 which help us to recognize this truth that it indeed have been a good year for education.

George Walker is headmaster of Cavendish School, Hemel Hempstead, Herts.



Four out of five authorities cut spending on books and equipment for secondary schools between 1978 and 1982.

L.e.a.s ignoring pleas for more spending on books

by Biddy Passmore

Local education authorities would need to spend £50m more on books and equipment next year than they did in 1981-82 simply to catch up with their spending levels before the present Government came to power.

That means Sir Keith Joseph, the Education Secretary, should put an extra £30m for books into next year's education budget on top of the £20m he put in this year, according to the British Educational Equipment Association and the Educational Publishers' Council. But their latest statistics, out this week, indicate that most authorities would be very unlikely to spend the extra money in the way he wanted. Between 1978-79 and 1981-82, despite repeated exhortations from ministers to raise spending on books and equipment, four out of five authorities actually cut it in secondary schools, and two out of three in primary schools.

Mr John Savage, director of the BEEA, said this week: "I think there are very strong grounds for recommending to the DES that some guidance be given to authorities by Her Majesty's Inspectorate or what they should spend on the various categories."

The Inspectorate have been critical of book provision in their two reports on the effects of spending cuts and in the recent report on "Shabby and out-of-date reading and library books" and poor equipment, especially in primary schools. But they have never stated what level of provision they regard as "satisfactory".

The publishers' figures show that, in the counties, real spending levels shrank by 12.3 per cent in secondary schools and by 6.5 per cent in primary schools between 1978 and last

year. In metropolitan districts, it fell by 15.8 per cent in secondary and by 11.2 per cent in primary.

Perhaps more startling than the overall decline, however, were individual cuts that made the gap between the most and least generous authorities even bigger.

In Leeds, for instance, already one of the lowest spenders in 1978, spending on books and equipment slumped by more than half in primary schools and by one quarter in secondary schools.

As a result, in 1981-82, Leeds was spending £6.50 per primary pupil whereas the most generous authority - the Inner London Education Authority - was spending £40.20. In secondary schools, Leeds spent £19.80 compared with £72.60 in the ILEA. But Leeds was not the meanest authority for secondary book spending; that honour went to St Helens in Merseyside, which spent £17.90 per pupil.

Birmingham, Bradford, Calderdale, Coventry, Doncaster, Salford, South Tyneside, Wakefield, Cleveland, Mid Glamorgan, Lincolnshire and Northumberland all cut more than 20 per cent in both sectors.

Authorities that were well below average throughout the three years were Kirklees, St Helens, Barking, Enfield, Kingston upon Thames, Durham, Oxford and Suffolk.

The figures do not take into account spending decisions in the current year because the publishing and equipment associations say it would not be right to compare actual spending figures with estimates.

But the picture may have altered radically in some authorities, especially where political control has changed.

Exodus from state sixth forms 'unlikely'

by Nick Wood

Authorities that have gone over to sixth form colleges are likely to be the first to feel renewed pressure for sixth form transfers under the Assisted Places Scheme, the headmaster of a leading public school said this week.

Mr David Maland, high master of Manchester Grammar School for Boys and chairman of the assisted places committee of the Headmasters' Conference, was commenting on the decision by Sir Keith Joseph, the Education Secretary, to remove the power of veto that local education authorities have held over applications by sixth formers to switch from state to independent schools under the scheme.

He dismissed suggestions that it would lead to a flood of bright sixth

Whitehall renews drive for top graduates

The Civil Service Commission has stepped up its recruitment drive for bright graduates after a serious shortfall in the number it took in last autumn, Biddy Passmore writes.

This was made clear in the House of Lords last week by Lady Young, Lord Privy Seal, who is the minister responsible for the Civil Service.

Unpublished figures for last year's competition for administration traineeships - the entry level which now guarantees swift promotion to senior administrative posts - shows that Britain's brightest graduates may be turning their backs on a Civil Service career.

Although the commission received more than 2300 applications, it managed to fill only 24 out of 44 vacancies for administration trainees. Moreover, only a small proportion of those it did recruit were of the very highest quality.

An official said: "You realize why

we're slightly concerned. We can manage for one year because of civil service retrenchment but it would be worrying if it were to become a pattern."

The shortfall may be partly the result of a change in admissions policy. For 10 years up to last September, the commission recruited a larger number of graduates as trainees and then sorted out after four years those who should be earmarked for quick promotion.

Last autumn, it reverted to the old practice of admitting only fast stream entrants. It now fears that many good graduates may have been deterred because they thought they stood no chance. The commission, in its turn, may have overreacted to the change by pitching its demands too high.

But the underlying worry, voiced in the Lords by Lady Young, is that the most perceptive graduates feel

that a shrinking service will offer fewer prospects for promotion. Whitehall has now launched a major publicity campaign to try to undo the damage.

The commission's leisurely selection procedure may also have counted against it, as graduates snapped up jobs that industry could offer several weeks earlier. This year, it has brought the whole process forward so that it can start making offers in early February and thus be well ahead of the field.

The procedure is now being examined for cost-effectiveness by Sir Alec Atkinson, a former senior official at the DHSS, who will report to the commission within weeks.

Last year's failure to fill the available traineeships is all the more alarming in view of the large number who applied: at 2,343, only slightly down on 1981 and a little higher than 1980.

Plight of the gifted at maths

Only about 4 per cent of secondary schools are making provision for the 1 child in 30 who is brilliant at mathematics, the Schools Council said yesterday.

In some schools teachers are to blame. They are afraid of having to cope with pupils better than themselves or regard encouraging the gifted as an elitist activity to be shunned in favour of looking after the less able.

Compacency may be the fault in some schools, typified by the remark, "We deal with the full ability range here."

Neither streaming nor mixed ability teaching will meet the needs of the mathematically gifted, says the council in a publication intended to help teachers who face the challenge of providing for them. An independent programme including an opportunity to discuss problems with the teacher is desirable, it says.

At primary level up to 12 per cent of pupils may show signs of extraordinary ability. But by the end of secondary schooling, after they have met more advanced mathematical ideas, no more than 2 per cent can be said to be truly gifted.

Teachers should be aware that ability in this subject does not depend on a capability in performing calculations.

There are instances also of the gifted keeping a low profile for fear of being ostracized or resented by parents, teachers and friends.

Where the ability lies there the high-flyers are unlikely to demonstrate it without the opportunity to do so.

Mathematics for gifted pupils by A. L. Straker. Longman Resources Unit, 33-35 Tanner Row, York, £2.95.

ILEA sets up inquiry to shake up curriculum

An independent chairman is expected to head a major inquiry into the curriculum and organization of secondary schools in Inner London.

The inquiry, which will start work next month, is part of a wider campaign by the Inner London Education Authority to tackle underachievement and truancy in its secondary schools. The curriculum review will pay particular attention to the needs of pupils with learning difficulties and the uncooperative.

Dr Hargreaves, a reader in education at the University of Oxford, has been invited to chair a group of eight people, representing parents, heads, teachers, the inspectorate, industry and commerce. Over the next 12 months they will meet roughly fortnightly to hear evidence or to visit schools, and to prepare recommendations for a special report.

Dr Hargreaves, who still has to obtain agreement from the university, was last year the author of a radical critique on comprehensive schooling titled *The Challenge for the Comprehensive School: Culture, Curriculum and Community*.

In it he said that comprehensive

education had failed to improve opportunities for working class children. At the time he said: "We can no longer afford an education system that for too many pupils is an unpleasant induction into the experience of failure and inferiority."

His book contained many suggestions and proposals for a radical restructuring of the secondary curriculum, including the abolition of all public examinations at 16.

Last autumn Mr Frances Morrell, Labour chairman of the schools subcommittee, said that apart from curriculum reform, the ILEA wanted to win back disgruntled pupils with a combination of graded tests for all, pupil portfolios to be known as the "London record of achievement", better careers advice and greater parental involvement.

Far too many pupils were "voting with their feet" and truanting, he said. One in four of all fifth formers were poor attenders. Only one in five left with no qualifications.

The HMI's report on the state of the capital's schools two years ago expressed serious concern that many teachers expected too little of their pupils.

Leavers can take exams

The Department of Education has agreed to a request from the CSE examining boards that Enster leavers be allowed to return to the classroom to take their examinations.

An announcement will be made shortly making it clear to schools and local authorities that pupils on CSE course can leave school in the spring to look for employment

while remaining eligible for their exams in the summer.

Each year there have been instances of pupils being disqualified from CSE exams because they had already left school and not completed a full course. The rules applying to GCE O and A level exams have never required pupils to complete a certain number of weeks on a course.

Announcements

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NEWS

Time spent by teachers determines value of computers in the class, says report

Staff effort holds key to success with the micros

by Carolyn O'Grady

Success in using microcomputers in primary schools depends more on anything on the time and effort that teachers are willing to devote to the task. This is the main conclusion of a report entitled *Microcomputers in Primary Education*, which was published recently by Dundee College of Education.

The report is based on observations in 22 primary schools in which microcomputers were introduced. The research was done over a period of two and a half years and the project was funded by the Scottish Education Department and the Scottish Microelectronics Development Programme.

The report concludes that: "Either the microcomputer can be a point of prestige or it can work. To work it needs teacher time, teacher thought and teacher willingness to innovate". The most successful use was in classrooms where the teacher had spent a lot of time identifying suitable programs, adapting programs to make them relevant to his or her individual classroom; collecting data lists and involving pupils in data creation or other program work.

The point which emerged "emphatically" was that "a microcomputer plus pupils left unaided in a resource room was not the best value from the investment". If success was taken to mean that the teacher was freed by the microcomputer to undertake work of a less mundane nature with the class, the report says, "this kind of success

was not seen. "For most of the teachers in the project the microcomputer was an addition to, rather than a replacement of, teacher work in the basic bread-and-butter skills."

In fact, the delegation of basic drill wholly to the microcomputer was seen as counter-productive because it identified the microcomputer with the most tedious work. The teacher preferred a wide variety of approaches (microcomputer games, drill, competitions), and teachers like to keep in touch with class aptitude personally rather than at one remove.



The pupils, says the report, enjoyed the microcomputer. "None of the pupils appeared to be bored with the microcomputer but they did become bored with some programs". An approach which appeared to be highly successful in terms of drawing out pupils' motivation and creating interest in normally tedious topics was to involve pupils in the collection of data and the creation of new programs.

Closure plan creates dilemma for parents

by Richard Garner

Asian parents may be forced to send their children to a Church of England primary school or face a walk of one and a half miles to school because of a threat to close their local school.

Nechells junior and infants school in Birmingham where a £188,000 face-lift was only completed eight weeks ago, is threatened with closure by the city council because it currently has about 150 spare places, but local ward councillors are spearheading a fight to keep it open.

Mr Marwood Brown, a Labour ward councillor, said the nearest

alternative school was St Clement's Church of England primary school and many Asian parents did not want to send their children to a Church of England school.

He added that the nearest local authority primary school was one-and-a-half miles away - "too far for little children of that age to walk".

Local councillors and parents have enlisted the support of Dennis Howell, the Labour MP for Small Heath, Birmingham, in their campaign to keep the school open. They plan to present a petition to the



Mr Derek Dowell, whose son Darren, aged eight, is deaf, has just learned that his four-year-old daughter Leann (pictured above with her father) has also lost her hearing.

Mr Dowell, of Kingswinford, Dudley, in the West Midlands, who is unemployed, was recently advised by a barrister to drop legal action against the Dudley health and education authorities, in which he alleges that his son was wrongly assessed as mentally handicapped.

Darren is now in the Royal School for the Deaf in Birmingham after

spending two-and-a-half years at Penns Meadow School for the mentally handicapped.

This week Mr Dowell said that after suffering an ear infection just before Christmas, Leann had ceased to respond properly. She had failed all the tests at the local hearing centre last week, and will see a specialist in Birmingham today.

Mr Dowell wants to pursue his action against the authorities, and is hoping for help from the Children's Legal Centre and the National Deaf Children's Society.

NUT ignores gay fears about Jersey

by Hilary Wilce

The National Union of Teachers executive has gone ahead with its 1983 conference in Jersey even though it knew that delegates who were gay could risk imprisonment, it was claimed last week.

A letter from a firm of solicitors to the union's secretary says that "any overt act of homosexuality would be pursued and brought". The letter, written in response to an enquiry by the NUT published in a newsletter put out by the Gay Teachers Group, London.

The group says that neither the union executive nor the secretary would be considered an "overt act" by the Jersey authorities, but it fear it could include speaking in public or rights or gays dancing together.

"We wonder what sort of executive it is that knowingly puts its delegates to its conference in jeopardy of being made criminals," says the newsletter.

Mr Peter Bradley, secretary of the group, said: "I intend to live in Jersey as I do in the United Kingdom, and if anything should happen to me I expect the full backing of the NUT."

The group is planning a lobby in Jersey to air the question of gay rights.

An NUT spokesman said that the decision to go to Jersey was made at the annual conference in 1980 and reaffirmed by the 1982 conference.

New tertiary scheme passes

Sir Keith Joseph, the Education Secretary, has approved a new tertiary scheme, this time in Essex.

The decision will mean the closure of two 11-18 schools and the opening of a new 11-18 school. The new school, established at Harlow, Essex, will be on the site of a former school.

Most of the changes are due to take place from September 1984 and in the following year. School rolls are expected to drop 20 per cent over six years.

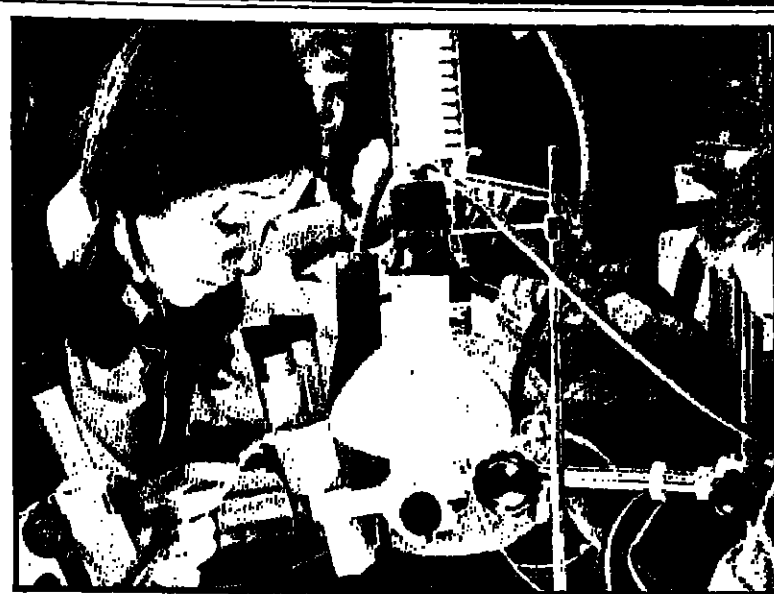
A writ against Sir Keith Joseph was served on Tuesday by the parents of De La Salle College, Chester. They decided on legal action after Sir Keith refused to move the college from the institutions where teachers must and this year.

Nick Wood looks at the possible effects of the failure to teach microbiology

Missing the boat on biotech

duce a backlash against its acceptance in industry. Education is essential to break down the widespread but mistaken notion that biotechnology is restricted to purely medical applications such as test tube babies and genetic engineering, which had understandably raised "sensational moral issues".

It is vital to get across the message that biotechnology has a potential for industry going far beyond controversial medical applications. These were spelled out by the Royal



Society in its report, *Biotechnology and Education*, published in November 1981. It said: "Biotechnology is primarily about the manufacture and sale of new and improved products and processes... While some new industries are already offering additional opportunities, the scope of the biological industries will increase dramatically within 10 to 20 years with a significant positive effect on employment."

"Biotechnology will make an even greater impact in the early years of the next century in meeting society's expectations of improved living standards. It can be expected to play a substantial role in the provision of better drugs, vaccines, hormones, and antibiotics; cheaper and more secure supplies of energy and chemical feedstocks; more efficient production, storage and distribution of food and feedstuffs and improved

environmental control and waste management." The report also refers to "real or imagined problems related to health and safety" in school laboratory use of micro-organisms.

No-one denies that past practice, commonly the result of ignorance or inexperience on the part of teachers and science advisers in a new and changing area of scientific knowledge, has spawned serious health risks for children and teachers.

In one experiment, widely used in schools in the late sixties and early seventies, children were told to grow micro-organisms taken from human skin then test the resulting cultures with antibiotics. What nobody realized at the time was that they were producing potentially lethal penicillin-resistant staphylococci.

The use of *Serratia marcescens*, a bacterium producing bright red colonies on petri dishes, was also widely advocated in early curriculum projects in Britain and the United States. Only later was it discovered that the supposedly harmless saprophyte could cause serious respiratory illnesses.

Mr Robinson says that schools have two options: either to continue to outlaw the use of micro-organisms or to bring the subject back to the mainstream of the biology syllabus.

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NEWS

The Royal Society urges more study of separate subjects. Nick Wood reports

Why all pupils should carry same science load

Every child should study physics, chemistry and biology as separate subjects up to the age of 16, the Royal Society, Britain's premier academic and professional scientific body, says in a report published this week.

The society deplores the present arrangements by which the most able science pupils, 1 in 10 boys and 1 in 20 girls, taking three sciences for O levels, do as many as 15 periods of science a week, while the majority of children, taking just one science subject, average just four periods a week.

It recommends that every child - irrespective of ability - should do nine 40-minute science periods a week - just over 20 per cent of total curriculum time.

The report largely steers clear of arguments about extra money for school science teaching, saying only that it should attract "more time and resources". It says its objective of science for all could be achieved with an extra 6,000 science teachers - "a relatively modest requirement in relation to national needs".

A pruning of science syllabuses is the key to reform, the report says. Only if this is done will the brighter children have the time to pursue three separate subjects to the ex-

isting O level standard. And it need not jeopardize the intellectual content of examinations.

A strong attack on the present system of options in secondary schools lies at the heart of the Royal Society's case. "They (pupils) should not be forced . . . to choose prematurely between science subjects before the age of 16 and should take courses embracing all three."

"We wish to see a real simplification of the science curriculum. The offering of too many options in an attempt to cater for a supposed wide range of inclinations and preferences among children is not a genuine benefit or a true extension of their freedom . . ."

"These considerations apply particularly to girls, who are often inhibited by the convention that biology is itself provides a satisfactory education in science. We are especially anxious to see more encouragement given to girls to make full use of opportunities in science," the report says.

The report firmly rejects the notion that secondary science is best taught by an integrated approach. Ideally, each of the three sciences should be taught by a specialist in the subject. But the sciences should not be taught in isolation one from



another. Members of science departments should "coordinate" their approach and lessons with those of their colleagues. There should also be strong links with mathematics departments.

The report recognizes the varying levels of scientific ability at secondary schools. But it dismisses the idea that there should be one type of science for the able and watered down versions for the rest. The basic content of the three main subjects should be the same for all pupils, regardless of their ability - but the way each subject is taught in the classroom should be carefully tailored to their aptitudes.

"Courses should be firmly differentiated in difficulty and treatment, to accommodate different ability ranges. This should not, however, be taken to mean that there is one kind of science for the less able and another for the more able. The science taught may be easy or difficult as appropriate, but it should always be genuine science."

This thinking is carried through to the recommendations on exams where the society supports the idea of each subject being assessed through a number of question papers of varying degrees of difficulty. It also has little enthusiasm for the proposed system of grading for the

new 16-plus exam which would reward "average" candidates with a mark of grade six, on a descending seven-point scale.

"The average child will be described not as a second class citizen but as a sixth grade pupil," Sir Larry Pitt, chairman of the study group that produced the report, said at a press conference.

An ascending scale of grades would cut more ice with employers, he added. In making this recommendation, the society was not making a "trivial" point.

It is no coincidence that the general thrust of the Royal Society's report is closely in line with that of *Science Education in Schools*, the Department of Education and Science consultative paper, published last year.

Mr J Whinnerah, of Her Majesty's Inspectorate, took an "active" role in the study group's work, though he was officially present as an observer nominated by the DES.

"It is certainly the case that whatever merits it (the report) may have are due in large measure to the experience and wisdom which he brought to our deliberations through his wide experience of the problems of science education in schools," the society says.

The presence of Sir Wilfred Cuck-

croft, chairman of the new Animations Council, at the conference is another clue to the society's assumptions about the roles of men and women also hampered by education, according to a report published today by the Schools Council. Boys are encouraged to believe they must always suppress their feelings and be tough and competitive. This makes it hard for them to take subjects such as English seriously because the nature of the subject demands the sort of response they have learnt to conceal.

The report, *Equal Opportunities: what's in it for boys?*, outlines views presented at a conference on equal education and boys held in London last autumn. The conference was organized jointly by the Inner London Education Authority and the Schools Council and funded by the Equal Opportunities Commission.

The report points out that children have fixed ideas about male and female roles by the time they are three, and that by the age of five both sexes tend to undervalue the female role.

Science education 11 to 16 in England and Wales. A survey of schooling with special reference to science education, Girls and Boys' Schools Council Information Centre, 160 Great Portland Street, London W1, £1.50 + 20p stamped, addressed A4 envelope.

At present, physics is viewed as a male preserve at all levels of education and society, according to *Girls' Physics*, a report prepared jointly by the society and the Institute of Physics. In public exams at 16-plus, every girl taking physics has four boys, an imbalance that bleeds at degree level. Among professional physicists, only 1 in 10 is female.

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As a report shows that boys need to learn about equal opportunities, Hilary Wilce visits a school where this is taking place

The other side of inequality

Boys suffer as much as girls from the lack of equal opportunities in schools. They do less well in English and are reluctant to take up "girls' subjects" such as home economics, child care and business studies.

Society's assumptions about the roles of men and women also hampered by education, according to a report published today by the Schools Council. Boys are encouraged to believe they must always suppress their feelings and be tough and competitive. This makes it hard for them to take subjects such as English seriously because the nature of the subject demands the sort of response they have learnt to conceal.

The report, *Equal Opportunities: what's in it for boys?*, outlines views presented at a conference on equal education and boys held in London last autumn. The conference was organized jointly by the Inner London Education Authority and the Schools Council and funded by the Equal Opportunities Commission.

The report points out that children have fixed ideas about male and female roles by the time they are three, and that by the age of five both sexes tend to undervalue the female role.

Science education 11 to 16 in England and Wales. A survey of schooling with special reference to science education, Girls and Boys' Schools Council Information Centre, 160 Great Portland Street, London W1, £1.50 + 20p stamped, addressed A4 envelope.

At present, physics is viewed as a male preserve at all levels of education and society, according to *Girls' Physics*, a report prepared jointly by the society and the Institute of Physics. In public exams at 16-plus, every girl taking physics has four boys, an imbalance that bleeds at degree level. Among professional physicists, only 1 in 10 is female.

NEWS

A case of jobs for the boys

The Muslim 11-year-old pupil was refusing to do the task in hand. "I'm not washing up," he said. "That's woman's work." His religion, he said, was against it. A fellow Muslim pupil disagreed and a class discussion opened up. The protester washed up.

Since September all the first-year pupils at Hackney Downs Boys School, in north east London, have been taking a "Skills for Living" course. They study cooking, consumer education, and domestic decision-making, child care and development, and sex education, and are the first pupils in a boys-only school in London - and probably in the country - to be given such a wide opportunity to invade this female curriculum ghetto.

The experimental course has been pioneered by a group of staff at the school who won acceptance and funding with the simple, and by now almost conservative argument, that if equal opportunities are to mean anything in school they must mean child care for boys every bit as much as carpentry for girls.

But the course is more than domestic science for boys. The working party which hammered out the idea sees it as one way of tackling the all-pervading sexism of school and society.

The course is enjoyed by pupils, which bodes well for its wider aims. Ms Frances Magee, deputy head, says it is the first time she has had pupils hammering on the door to get into lessons. But some teachers feel there is a need to translate the high ideals into still more practical tasks.

The school is still waiting for a room to be converted into a home

economics laboratory, so "cooking" at the moment is confined to work with cold food. Sewing has also yet to be added to the course. But the boys have been out in the street to interview shoppers and to survey local markets, and are planning to invite visitors in for a meal and a discussion of such things as domestic responsibilities. An important part of the course is an examination of attitudes to paid and unpaid work, and to leisure.

A planned unit on sexism in the media has not worked out, so staff now try to make it an integral part of all study areas.

In contrast, child care and development has been a fruitful area. "They love babies," Frances Magee says, "and the course offers them the opportunity to be a caring individual without threatening their male image."

The school, which faces all the problems of a tough, racially-mixed inner-city location, has an advantage

in coming under an authority which is strongly committed to equal opportunities. It has the undoubted advantage, too, of having a chairman of governors, Ms Ruth Gee, who is also the vice-chairman of the Inner London Education Authority's schools sub-committee.

The ILEA is supporting the course by paying for a Scale 1 teacher for a year and picking up the cost of converting a room for home economics. The Equal Opportunities Commission is funding part-time evaluation for a year, and the school itself has chipped in £1,000.

But the hard graft of working out aims and course content has come from within the school, and staff have had to acquire new skills in order to put their ideas into practice.

"None of us had ever worked in home economics," Frances Magee says. "Of course we did the shopping and the cooking in our own lives, but when it came to teaching

them we were totally lacking in confidence. There was one day when we were all lined up chopping cabbage for coleslaw or something, all looking at each other and saying "Am I doing it right?"

Up to 18 teachers and other staff have been involved at different times, working slowly and taking pains to consult widely at every stage. Three full staff meetings last year were given over to discussion of sexism and the proposed course.

The careful, almost laborious, process has paid off. The 60-odd staff - only a quarter of them women - have been supportive, although inevitably problems arose when the course had to be shoe-horned into a tight time-table and resourced from tight funds.

The hope is that Skills for Living will grow into a three-year course, and it seems likely that ILEA funding will be extended beyond this pilot year.

Single-sex schools aid self-confidence



Pauline Mathias

All-girl schools are the best preparation women can have for taking up equal opportunities according to the 1983 president of the Girls' Schools Association.

"It is paradoxical but true that education in a single-sex school is better at equipping women to take their place as equals to men in the adult world. It increases their self-confidence and trains them in all areas, not only in the conventional 'girls' subjects to which they are all too often restricted in coeducational schools," Mrs Pauline Mathias, head of

More House School in London, said.

Mrs Mathias, whose Catholic school is the youngest member of the GSA, said women should play their full part in the country and should not confine themselves "to fringe protest groups who merely antagonize the majority of women and most men."

Mrs Mathias, who is aged 54, emphasized that girls' independent schools are different from their male counterparts. They are usually smaller, more varied and less hampered by tradition.

The Society of Education Officers annual conference in London

Youth Service offers taste of MSC's promised land

by Stuart Maclure

Mr Alan Thompson, the former deputy secretary at the Department of Education who recently chaired a review committee on the Youth Service, told the SEO that the Youth Service, and the approach which it embodies, could be the forerunner of "a valid tertiary stage of education", dedicated to the fuller personal development of young people.

He had no doubt that such a tertiary stage was needed. It was taking shape under the leadership, not of the DES, but of the Manpower Services Commission. He regretted that this advance into the promised land (described in some of the great education reports of earlier decades) should be initiated by the MSC and expounded in the traditional rhetoric of an industrial training agency. He attributed this directly to the inclusion of education within the block grant system of local government finance. So long as this remained, he told a questioner, there was no chance of recovering the initiative for the DES.

There were, he said, many in the Youth Service who would like to withhold cooperation from the MSC

because they feared the risk of exploitation and takeover. But a majority would fight to keep the Youth Service involvement with the Youth Training Scheme and make sure that the personal development aspect was emphasized fully, alongside that of vocational preparation.

To create the circumstances in which personal development could be realized came through the Youth Service. It had come to be recognized that young people themselves had to have a direct hand in deciding on the provision and management of youth activities. Political education was an essential element, and this had to be seen in terms of political activity, not passive instruction, notwithstanding the well-recognized dangers.

In matters of community involvement, the Youth Service was sometimes quite unnecessarily at odds with itself. It had to avoid a simplistic definition of "service", while also resisting attempts to manipulate immature minds. It was essential within the Youth Service to stand out for equality of opportunity for personal development and to reply this to matters of race, cultural back-

ground and gender. The merits or demerits of separate provision for girls was a big talking point.

Mr Thompson said his report had been criticized for not putting figures on the cost of the extra resources which the Youth Service needed. He defended this, arguing that because of the "multiplier" effect of the voluntary contribution to the Youth Service, which he estimated as being worth 10 times as much as the amount devoted to public funds - the information on which to base precise figures was not available. But the resources available from all sources were already very great.

His committee had recommended some statutory change, including a national body to coordinate the management and planning of the Youth Service. But there was much which could be done without legislation at the local level to get field practice and policy pulling together. The place in youth with a local policy review which did not need legislation. Some extra resources would be required, which would release yet more voluntary action.

L.e.a.s invited amend poly plan

by Sarah Bayliss

Local education authorities were urged to step in and amend the future plans of polytechnics and colleges if they saw fit by Mr William Waldegrave, junior minister for higher education.

In an address to the SEO conference, Mr Waldegrave spelled out the work of the National Advisory Body for public sector higher education, the active role which L.e.a.s should play in planning future provision and the major rationalization of colleges and polytechnics already in train for 1984-85.

He warned that the planning exercise timetable for 1984-85 should not tempt L.e.a.s to opt out of making savings in higher education spending in the coming financial year. The AFE pool would be 10 per cent lower in 1983-84 than two years ago and, unless savings were achieved the position in 1984-85 would be even tougher.

General overhauls in some colleges could still be reduced, and many authorities were already using premature retirement schemes to reduce lecturer numbers. But even before 1984-85 some compulsory redundancies coupled with the protection of the most essential activities would be necessary.

The NAB, which he chaired, had come into being as a result of the need for retrenchment in public sector higher education. NAB itself should not be blamed for the retrenchment and the cuts which came with it. Its work was the result of financial pressures arising from the Government's overall policies.

"The need for across-the-board rationalization is a matter of the utmost urgency . . . we simply cannot afford any delay in bringing this

Institutions had been drawing up their plans for December last year. L.e.a.s now have to consider these in consultation with their Advisory Councils, with a submitting final returns to the NAB by the end of March this year.

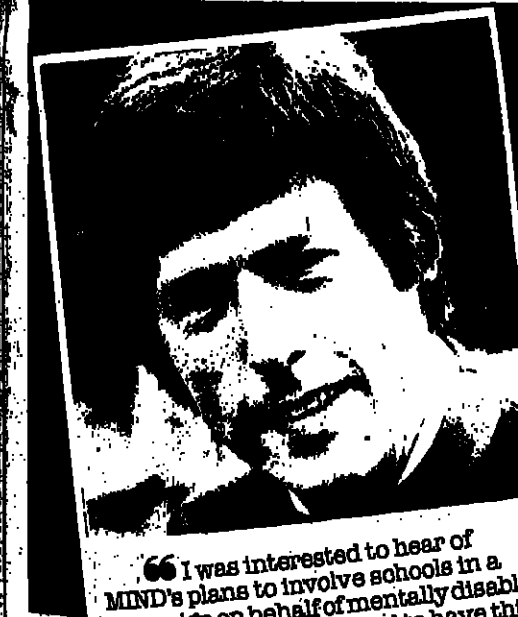
Their role was essentially to assess and amend institutions' plans in a way which would be consistent with the Government's policy approach. "An approved rationalization plan is not going to help anyone in the long run."

Mr Edward Heath, the former Conservative Prime Minister, attacked the Government's bill on higher education when he spoke at the Polytechnic at Nottingham last week.

"The proposed 10 per cent cut would be highly damaging to higher education," he told students, teachers and members of the public. "Polytechnics ought to be given the highest priority. They can do so much for greater efficiency and productivity but an across-the-board cut is a very blunt weapon. Those who try to be most efficient will suffer the most."

Mr Heath also hit out at proposed student loans in place of bursaries. These, he said, would have a "bleeding effect" on young people, leaving them "hungry" for money.

"I hope we can kill that proposal for a voucher system for secondary education," he told his audience that he would oppose to research cutbacks



"I was interested to hear of MIND's plans to involve schools in a campaign on behalf of mentally disabled people, and I am delighted to have this opportunity to encourage you all to join in their fundraising appeal."

Working with school children, MIND, the National Association for Mental Health, is trying to introduce the topics of mental health and mental disability and overcome the general public feeling of suspicion and fear.

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Postcode: _____ Telephone: _____ Number of pupils on school roll as of 1st January 1983: _____



General Secretary: Mrs J. Linton, 11 The Square, Tillingham, Southminster Essex.

Outgoing president reports good year for the society

Mr John Tomlinson, chief education officer for Cheshire and retiring president of the SEO, described his year as "a good year for education, good for the society."

Membership had grown to new heights - to roughly 1,300 members, with about 80 new members mostly from the lower grades.

Mr Tomlinson's speech in the society read the speech in the society. He has been ordered by the society to read for at least a month.

NEWS

Richard Garner looks at the background to two long-running disputes between L.E.A.s and teacher unions

Hopes rise for both sides in Durham

Signs of a breakthrough emerged this week in the long-running dispute between Labour-controlled Durham County Council and the two biggest teachers' unions.

Both the National Association of Schoolmasters' Union of Women Teachers and the National Union of Teachers have been at loggerheads with the authority since early last summer term after the council cut its supply cover for its 49 secondary schools in last year's budget.

But both sides met last Tuesday - the first meeting they have held in more than two months - and will continue today.

The dispute started as a ban on covering for absent colleagues, which escalated when teachers who took part had their pay docked. Then the dispute spread and teachers stopped lunchtime supervision.

The authority declared that it would take on extra ancillary staff so that no teacher would have to supervise again at lunchtime in its secondary schools. Although the money for the 319 extra staff has been voted only until the end of this financial year, the authority now sees this as a long-term solution.

Mr Derek Sowell, the director of education, said that Durham had faced bans on lunchtime supervision five times during his five years.

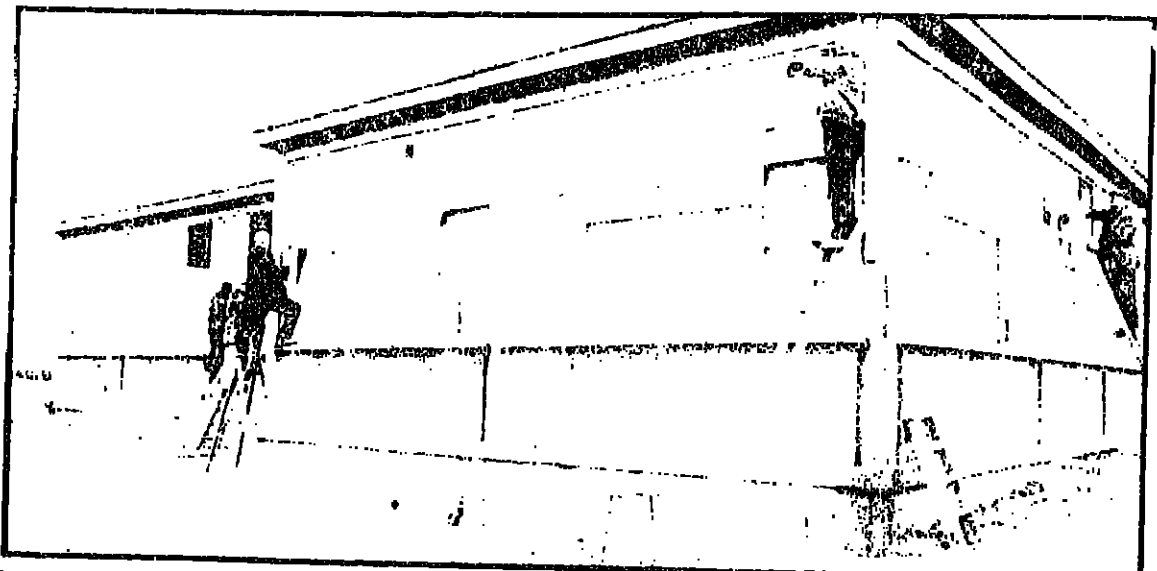
The path the dispute has taken has led to similar allegations being made against Durham's Labour leaders as have been levelled against the ruling Labour group in Mid Glamorgan.

Last week Mr Fred Jarvis, general secretary of the NUT, accused them of "behaving more like mine-owners of old than the guardians of children's education".

Mr John Alderson, regional officer of the NUT, said: "In some ways, Durham are extremely good employers. Their interpretation of the national sick pay arrangements is an example - they use their discretion most liberally. But when it comes to a clash of opinion, they can be very obstinate and even pig-headed."

Mr Jarvis's accusation stung the Labour leadership - many of whom are ex-miners and have been active members of the National Union of Mineworkers. The chairman of the education committee, Mr Fred Long, is an ex-miner. Aged 56, he was made redundant last year.

"I wouldn't class myself as an old-fashioned pit owner. We've been forced into this present position because of the Government," he said.



Workmen repaired some £2,000 worth of damage caused by pupils to Willington Parkside comprehensive school, County Durham, last December. The incident happened 20 hours after the introduction of part-time ancillary staff during the teachers' "no cover" dispute.

Some teachers' leaders, however, suspect that an anti-white-collar union stance is being adopted by their employers.

Comments by councillors at recent education committee meetings are cited as evidence: "We show the teachers goodwill in three ways, through sick pay, maternity leave and free periods." "This is a direct refusal to obey a management instruction - they have decided to get paid for doing nothing - allegedly marking papers - when they already work a five-and-a-half hour day and have 14 weeks' holiday."

However, the county council denies such an attitude and points out that teachers were offered premature retirement three years before any other group of its employees.

Members of the NAS refused to teach classes of more than 30 pupils and 180 teachers were "excluded from school".

Only after an arbitration hearing chaired by Lord McCarthy did the authority agree to pay back money deducted from teachers' salaries.

Mr Colin McInnes, regional official of the NAS/UWT, says this arbitration established an important principle - it gave teachers the right to refuse to cover as a form of industrial action.

This principle lies at the centre of the latest dispute. The authority

claims it has docked about £6,000. According to the NUT, money was docked from the December pay packets of 191 members who refused to cover on 272 occasions. On average, teachers lost between £3 and £4 a month.

Even so, the original cause of the dispute could be quickly settled. Mr Long admitted last week that he was not in favour of the cut "with hindsight".

'If County Durham succeeds in its aims, very many other local authorities will be tempted to follow suit.'

Teachers agreed that the axing of supply cover was the sticking point on cuts. A ballot of all the secondary schools by the NUT provided the necessary two-thirds majority for industrial action in 30 of the 49 schools.

Both sides would like to settle the dispute - and it looks likely that money for extra supply cover will be put into next year's budget.

The authority has come under outside pressure to settle this aspect of the dispute - the teachers' panel of the Council of Local Education Authorities' schoolteachers' committee pledged unanimous backing for NUT and NAS/UWT members in Durham.

That body includes in its ranks members of the National Association of Head Teachers, Secondary Heads Association and Assistant Masters and Mistresses Association. In fact, AMMA has also declared a collective dispute with the authority over supply cover.

The authority defends its original decision to dock teachers' pay by claiming that banning cover was a clear breach of contract since the staff have refused to comply with an instruction from their head teacher.

Here they have received the support in principle of the Conservative-controlled Association of County Councils' education committee. However, Mr Sowell added that head teachers supported the authority's action in docking pay.

Mr Don Blenkinsopp, immediate past president of the NAHT and a regional council member, said: "We supported the local teachers' panel in opposing the withdrawing of supply cover by the authority. However, we are opposed to the present industrial action and can fully understand why the authority has deducted pay if the teachers are breaking their contracts."

The importance the NUT attaches to the docking of pay can be seen in a memorandum prepared for the union's annual conference in Jersey this Easter called "The Crisis in Public Education".

"There is no doubt that the Durham dispute is of great significance to members generally," says the document.

The action started after the authority rejected a union proposal for a 10 per cent pay rise in the dispute. Durham budgeted for 8 per cent for the salaries last year whereas the union settlement agreed after the dispute gave the teachers only 5 per cent.

The teachers suggested a summer term cut that the event could be used to provide the supply cover totalling £100,000 cut from the budget.

During the term, NUT cut in more than 30 secondary schools began no-cover action and UWT members in nine schools did likewise.

Their actions had a serious effect from the beginning of the term when the authority docked its employees' pay.

Unions sent a national delegation to the authority early in May to ask councillors to reconsider their decision so that talks on supply cover could start.

Councillors agreed to consider the matter at a special Labour meeting but eventually the union's stand - it is understood - was to 12. A subsequent vote to 12. A subsequent vote to 12. A subsequent vote to 12.

Unions then stepped up industrial action by withdrawing staff which included a key lunchtime supervisor. The authority decided to take on extra ancillary staff to replace the staff at lunchtime.

The NAS/UWT and the Union of Public Employees, members include school meals staff, saw this as an attempt to break the dispute. The NUT condemned the move but felt that it could have important repercussions in the future for the thorny question of lunchtime supervision.

However, both sides hope to settle the dispute by the end of the term. The NUT has an old tradition that you pay your opponent in the council chamber or the negotiating room - then buy him a drink afterwards.

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County education departments are being asked to take over responsibility for all school leavers entering farming under a special version of the Youth Training Scheme which has been drawn up for agriculture. They will pay the youngsters and supervise their training.

The scheme, worked out by a consultative group from the agricultural training board, farmers and local authorities, with the blessing of the Manpower Services Commission, is likely to be highly controversial. It means that apprentices will have their first year pay cut from £42 a week to the standard YTS allowance of around £28.

Apprentices wages were a major issue in the discussions of the task group which drew up the YTS, which decided in the end that they should still be subject to collective bargaining, although the youngsters could do the same training as other YTS trainees. Since then TUC officials have repeatedly warned that any attempt to use the YTS to bring down apprentice pay could wreck the scheme.

So far the TUC has taken no action over a scheme announced for electrical contracting under which apprentices will become YTS trainees and draw only the allowance. The scheme has the enthusiastic backing of the electrician's union, whose leader, Mr Frank Chapple, is the TUC's current chairman, although it has been criticized by some other unions.

But the farmworkers' union is a good deal less enthusiastic. It had to fight a long battle to get the MSC to take steps to prevent farmers exploiting youngsters under the present Youth Opportunities Scheme, which it blames for accelerating the sharp decline in apprentice recruiting; and it suspects that the YTS will be used in the same way.

The farmworkers are now part of the giant Transport and General Workers Union, whose agriculture trade group met yesterday to discuss the proposals. Before the meeting its leader, Mr Jack Boddy, said that he had very serious reservations about the scheme.

The local authorities who are expected to run it are all members of the Association of County Councils, which is represented on the consultative group which drew up the proposals.

The idea is that they should use their county agricultural colleges both to supervise the youngsters on the farms where they work and to provide courses of off-the-job training.

Employers, we are told, never cease to be amazed at the low quality of applications from fifth form leavers, despite the severe competition for the very few jobs available. Inevitably they blame the schools, who they claim fall into the trap of assuming that common sense is common to all, instead of being the privilege of the few.

The guidelines which follow, therefore, might provide a useful starting point for a class tutorial session. (An appropriate lesson-aid would be a photocopy of any standard application form.)

1. Never be in a hurry to complete the form. Read it through carefully. Make sure you understand all the questions. Make a copy of the form on a separate sheet of paper with all your relevant details. (Not only because mistakes can easily be made first time round but because it's useful to have a copy in case you are called for interview.)

2. "Name" - block letters are usually stipulated for the surname. If not, it's still a good idea to use them for ease of reference.

3. "Address" - include your postal code. (If for no other reason, it shows attention to detail.)

4. "Date of Birth" - don't put today's date!

5. "Place of Birth" - this means town and county not "At home" or "In hospital".

6. "Schools and colleges attended" - unless otherwise stated you can include primary schools. Dates "from" and "to" can be shown in months and years only.

7. "Examinations taken" - include your failures as well as your passes. List the subjects in alphabetical order; or alternatively from the highest grades to the lowest.

8. "Previous and current employment" - this can include Saturday and holiday jobs, but check through the form in case another section asks for details of part-time employment. In any case, give the employer's name and address, type of business and the job you did.

9. "Illnesses" - employers need to know details especially about disabilities and allergies.

10. "Activities and interests" - this section requires a lot of thought. Don't exaggerate. Start with your

best school subjects then hobbies, awards or prizes and interests (music, choir, games, sports, school societies). List any activities outside school. Travel, holiday visits, etc.

11. Finally be neat and precise. If the form contains a lot of large blank spaces, rule faint pencil lines. Two useful booklets on this subject are available from Hobsons Press (Cambridge), in the Survival and Job Skills series. *My Job Application File and Claims, Benefits and Rights* (£2.25 each).

The closing date for UCCA application forms was December 15. It is, however, still possible to submit university applications up to March 31, but these will only be considered by admissions tutors at their discretion.

Farm scheme may start wage row

Edited by Mark Jackson

ing and further education.

The role of the local authorities will be much wider than that of "Mode B", the role assigned to them under the YTS generally, in which they provide college-based programmes for unemployed leavers and get paid the full cost for each individual trainee by the MSC. For the agriculture scheme the colleges are being invited to become Mode A sponsors, the role normally to be undertaken by employers themselves.

The colleges will collect the employer grant of £1,850 a head for all the trainees - the apprentices and craft trainees who would normally be recruited by the farmers as well as the additional unemployed leavers being taken on under the scheme. In addition, they will get a further £100 a head for acting as the managing agent.

Out of the money, together with a contribution of £10 a week per trainee from the farmers, they will pay

the youngsters their weekly allowance and provide 65 days of college training and education. They will also pay for their own staff or agricultural training board officials to visit the farms to check the quality of off the job training.

Although YTS Mode A funding is based on the requirement that employers have to take on an extra three youngsters for each of the two "normal" trainees to qualify for Government grants for the lot, it does allow employers to be grouped together for this calculation. So some farmers will simply be able to take on their normal quota of apprentices, contributing their £10 a week to the kitty.

They will not have to pay for the 13 weeks off-the-job training, which is the responsibility of employers under the normal Youth Training Scheme arrangements.

Two rather different agricultural YTS projects are already operating, one in Gwynedd, North Wales, and the other in Nottinghamshire. The Welsh project is training 30 youngsters who are regarded as ordinary recruits - some of them the sons or daughters of their employers - and 45 unemployed leavers. The scheme

is run with the help of two other colleges by the Glynllifon agricultural college near Caernarfon.

The farmers who have "normal" apprentices and trainees pay them the £25 a week, but get £300 "incentive" for releasing them for 65 days a year to the college instead of the traditional 30 days: the college pays the £25 a week to the unemployed leavers who are also placed with farmers.

The project run by Nottinghamshire agricultural college has about 60 trainees, but the 24 who are regarded as employees are paid the full first-year apprentice rate of £42 by the farmers. The unemployed leavers placed on farms get the £25 allowance from the college. The college says that the local farmers' union readily agreed to go on paying apprentice rates.

Mr Raymond Mansfield, secretary of the agricultural training board, said that they were well aware of the union side's misgivings, and of the wider political issues involved in apprentice pay. "It raises a question which is likely to affect other industries participating in the YTS," he said. Agriculture was having to rely on local authorities because there were few employers or employer group training bodies big enough to take on the job.

Careers Diary



by Brian Heap

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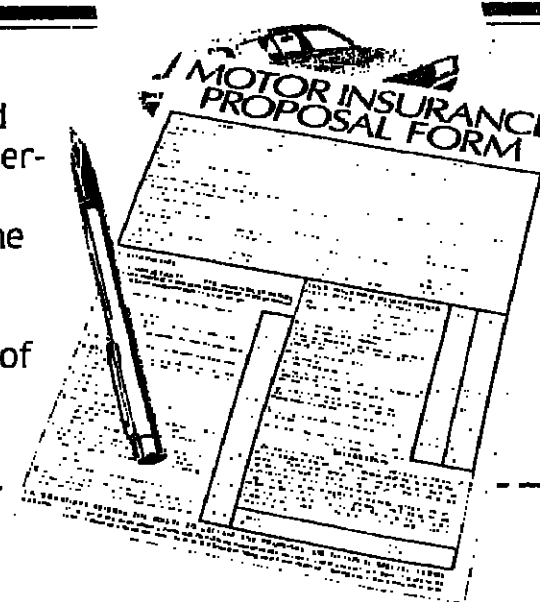
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The snow dispute that refuses to thaw

A dispute between Labour-controlled Mid Glamorgan County Council and members of the National Association of Schoolmasters' Union of Women Teachers is about to enter its second year.

This row in the valleys is currently the longest-running teachers' dispute and - with teachers still withdrawing goodwill from the authority and the authority refusing to pay back money it docked from their salaries a year ago - seems destined to continue for some time to come.

The dispute in Mid Glamorgan began when the authority wanted to make up for term time lost when schools were closed during the heavy snowfalls of last winter.

Mr Philip Squires, chairman, contacted teachers' organizations by telephone asking them if their members would be prepared to forego their half-term holiday last spring in order to make up for the lost time.

He received the all-clear from all the teachers' organizations except the NAS/UWT whereupon he declared that the schools should stay open during the half-term break and that teachers should turn up.

The NAS/UWT instructed its members not to turn up and to take their half-term holiday break as had been agreed. According to the union's officers, it was a point of principle to the union that - if one holiday period could suddenly be unscrambled unilaterally by an employer - then future arrangements over holiday periods were not worth the paper they were printed on.

In the event, the schools stayed open and most of the NAS/UWT members stayed away. Those that went in to teach were threatened with disciplinary action for disobeying a union instruction.

The authority's response was to dock pay from all the teachers who stayed away - whereupon the NAS/UWT said it would continue to press for the row to be solved through the authority's disputes procedure.

An arbitration panel was appointed to look into the dispute - and whilst it rapped both sides on the knuckles - it recommended that the authority should pay back the money it had docked from teachers and said it felt the telephone con-

sultations over ending the traditional half-term break were inadequate.

The authority, though, having agreed to go to arbitration, refused to abide by the recommendations of the arbitrators - and decided not to pay back the money.

Since then there has been little movement in the dispute - although the NAS/UWT has sought to involve the Welsh TUC as a mediator.

There has been one further peace initiative - over the Christmas break as a gesture of goodwill Mr Fred Smithies, the union's general secretary designate, suggested holding a meeting with Mr Squires to see if the deadlock could be broken.

It failed to break the deadlock though, and Mr Smithies announced afterwards that it was with mutual regret that the dispute would continue.

He said the reason for the breakdown was that the county solicitor had advised councillors that they repaid the teachers the law if they repaid the teachers the money the authority had taken away from them.

As a last chance of finding some

solution to the impasse, the union is now seeking its own legal advice on this ruling.

So what effect has the year-long dispute had? Children have to be sent home from school early and teachers have refused to use their own transport to go to and from lessons in split-site schools.

The NAS/UWT claims that it has shown how an authority with a built-in majority (Mid Glamorgan has been Labour since it was created) can ride rough-shod over its employees without any form of consultation with them.

The National Union of Teachers, denies this, though, and says the county council had a good record on consultation - and the established machinery is still there to be used.

As for the authority, The TES requested an interview with Mr Squires but was told by his secretary that "it would not be right for him to give an interview without putting it to his committee".

Asked if matters would change if Mr Squires did put the request to the committee, she replied: "Bluntly, I don't think so."



Above: the snow chaos that hit Mid Glamorgan schools in late January, 1982.

The NAS/UWT claims that its membership has been increasing in Mid Glamorgan because of its stand over the half-term holiday issue.

However, the NUT doubts claims. Mr Peter Mantle, secretary of the 4,800-strong Mid Glamorgan branch of the NUT, says that it has not been free to accept members wanting to join the NUT from NAS/UWT because of TUC agreements designed to stop unions "poaching" members from each other during disputes.

OVERSEAS

South Africa/John Kane-Berman

Black exam results are the worst for 20 years

JOHANNESBURG: South Africa's black schools have just produced their worst examination results in 20 years. Only one in 10 of the 62,000 candidates who wrote school-leaving exams at the end of last year obtained a university entrance qualification, while the overall pass rate was a mere 51 per cent.

These results are only slightly worse than last year's, but they are very much worse than even the riot-torn year of 1976 produced, when one in three candidates matriculated and the overall pass rate was 83.4 per cent.

The Department of Education and Training, which is responsible for African education in South Africa's segregated system, confesses to being dispirited and has begun investigating what went wrong, subject-by-subject. Mr. Job Schoeman, spokesman for the department, hazarded some preliminary guesses in an interview with *The TES*.

One obvious factor, he believes, is the continuing shortage of qualified teachers: 85 per cent, in fact, have had no training as teachers (although some have graduated in other fields).

The beginning of 1984 may indeed see a temporary increase in the shortage, the department having extended the teacher-training period from two to three years. As a result, the January 1982 intake of trainees will be sent into the schools in January 1985, instead of January 1984.

Mr. Schoeman also suggested that the rapid growth in numbers of candidates could be a reason for the poor results. Until recently, the school "drop-out" rate was so high that not more than a few thousand pupils wrote final exams, and Mr. Schoeman believes these were a "select group". Though still high, the "drop-out" rate has been coming down, with the result that the number of candidates jumped, from 36,000 in 1980 to last year's figure of 62,000 (both figures excluded the Transkei).

One leading private educationist agrees that increased numbers are severely straining the system. In the 1960s, when the Verwoerd policy that blacks should be educated only for labouring jobs reigned supreme, the authorities did not bother much about secondary schooling. But the 1970s have seen much more attention paid to secondary education, secondary school enrolment now growing by 15 per cent a year. The number of secondary schools has more than quadrupled in the past 20 years.

Dr. Ken Hartshorne, a highly-regarded former senior official of the department, told *The TES* he believed the 1982 results were "the cumulative effect of neglect over many years". There had also, he believed, been a "breakdown in teacher morale". Black reaction to education seen as part of "the system" was also, possibly, a factor.

But Dr. Hartshorne added: "We had got used to a pattern of a third of candidates matriculating, a third obtaining school leaving passes, and a third failing. There has now been a very fundamental drop in matriculations, and none of the reasons that we all know very well explains this satisfactorily."

Despite strict curbs on general government spending—including defence—in the last few years, spending on black education has more than doubled. It rose from R255m (£13m) in the 1977-78 financial year to R563m in 1981-82. Mr. Schoeman claims that the "silent majority" in the black community is aware of and welcomes the improvements being made.

West Germany/Paul Bendelow

Greens seek end of state monopoly

BONN: A remarkable rethinking of education in West Germany is taking place in back rooms, converted warehouses and public forums throughout the country. The radical Greens party has entered the general election campaign on a platform which includes the most sweeping proposals for education in the history of the Federal Republic.

With recent opinion polls suggesting the Greens will get the 5 per cent of the vote they need to enter the federal parliament after the March election, their views can no longer easily be dismissed as Utopian dreaming—however difficult it may be to imagine their implementation.

The cornerstone of the policy advocated by the Greens leader, Petra Kelly, is the dismantling of the state monopoly in education, which would automatically mean abolishing the civil service status of teachers. As Herr Thomas Hoof, regional party manager for North Rhine Westphalia put it: "Teachers should be partners of their pupils, not servants of the state." Schools would be run by committees of parents, teachers and pupils on a basis of complete autonomy; they would decide on curricula, staff appointments, teaching methods and materials and financial expenditure. This is in keeping with the Greens' philosophy that decision-making in all areas should be in the hands of those directly affected.

The Greens' concept of education is based on the assumption that human beings want to learn, but their motivation is too often stifled early in life by exam-orientated teaching. The system proposed by the Greens would abolish all competitive assess-

ment and examination. Young people would leave school with reports on what they had undertaken and achieved. Entrance requirements for higher education would be abolished, leaving the individual to decide at what point his interest and motivation stopped.

The proposals can be seen in part as reaction to the highly structured system of continual assessment through exams and test-piece work in West German schools, which has led to a widely-condemned degree of stress among pupils. They are also a response to the growing problem of youth unemployment.

But they also embody a rejection of specialization in education, producing what Herr Hoof describes as "highly-specialized incompetence" among those who succeed in the present system. This reflects a fundamental concern among the Greens for the development of the whole personality and potential of the individual, rather than merely selective skills required by industry or the existing social structure. In the words of one much-quoted slogan, the Greens aim for "schooling adapted to children, not children adapted to schooling".

Uncertainty among parents as to the aims of the Greens is often expressed in the question of what a "green school" would be like. Herr Klaus Meissner, a member of the working party on education of the regional Greens party in North Rhine Westphalia, dismisses the question as based on a misunderstanding.

The aim, he says, is not to replace one set of directives from above by another, but to replace compulsion by freedom; not to in-



Petra Kelly

doctrinate children with "Green" ideas, but to enable genuine alternatives to develop, as and when people want them, on a pluralistic basis.

At present, education policy among the Greens differs from one federal state to another in points of emphasis. The Greens in Hamburg, for instance, are campaigning for a fully comprehensive system, while Baden-Württemberg Greens are calling for a reintroduction of village schools in country areas.

In North Rhine Westphalia and Hesse, the expansion of the comprehensive model, together with the introduction of "free" schools, are seen as a preliminary step towards what the Greens term the "de-schooling" of society. A national congress on education is planned for this autumn at which the Greens hope to produce an outline policy acceptable to all their regional parties.

The Greens recognize that even if they succeed in entering the federal

parliament in March, the implementation of their ideas on education would be a gradual process. Herr Meissner says the Greens neither plan nor desire to do things overnight, because this would harm the children now in school.

As a result, it is easier at the moment to form a picture of its long-term aims of the party, than its third year of existence, and to discover what concrete demands might be achieved if the Greens gain a voice in central government.

With the Greens already holding seats in six of the regional parliaments, this possibility cannot be ruled out. At a pre-election conference near Stuttgart, the party's spokesman, Herr Klaus Turner, said the Greens would be willing to support a minority Social Democratic Government in Bonn in return for considerable policy concessions.

The nature of these concessions in the education field, as well as other key issues of nuclear disarmament, unemployment and the environment, would have to be negotiated with the Social Democrats when the time came. In the meantime, the Greens are pursuing their goal of changing public consciousness which they believe is essential for their policies to be implemented.

Just how seriously the Greens' influence is being taken is shown by calls from a number of conservative politicians now in power for the Greens to be banned on the grounds that they could disrupt government. Whether this is true or not, there is no doubt that the ideas put forward by the Greens are disrupting conventional thinking in a number of areas, including education.

Diane Spencer reports on Kenya's adult literacy campaign



The education offered to these Kenyan children is highly academic and competitive but the country's literacy rate is still under 30 per cent.

Self help is key to success

"So much gets written about adult literacy campaigns in Cuba and Tanzania but not enough credit is given to what we are doing out here."

Mr. Peter Hilken, head of the British Council's office in Mombasa, was anxious to put the record straight. He had been one of the architects of the adult literacy campaign in Kenya launched by President Daniel Moi in 1978.

The President is keen to improve the literacy rate of 20 to 30 per cent and wants every adult to learn to read and write within five years.

"Although this is a walkway to be achieved, great advances have been made. From the outset, it became clear that a centralized adult education programme with everything being decided in Nairobi would fail. Kenya has a great diversity of language—at least 30, with most people reasonably fluent in their tribal language. English and the national tongue, Swahili—customs and climate.

The Department of Adult Education in the Ministry of Culture and Social Service, responsible for the programme, approached the British Council for funds, advice and personnel to help decentralize the project.

Mr. Hilken helped draw up two pilot schemes in the Meru and Kiambu districts. The idea was to find out what people wanted to learn, produce materials to teach them as cheaply as possible, and get everyone involved.

There was no shortage of customers in the districts.

"Even in the desert areas of the north, if you give good lessons with numeracy, as well as literacy and health, they will come," he said. By July 1981, the Government decided to extend the pilot scheme to all nine provinces. The British Council and the Institute were more than happy to appreciate of this rapid expansion, but the demand appeared

to be politically irresistible.

The "content" could mean health education, learning how to improve the water supply by using a simple pump, or new farming techniques.

So the British Council and the Department of Adult Education set about training more people to learn how to produce low cost materials, teach adults and, in turn, train more teachers.

A two-week workshop that November laid the foundation of provincial teams charged with the task of training other colleagues in their areas.

Inevitably results have been uneven, but Mr. Hilken thinks that a good foundation has been laid, and at a relatively modest cost.

But transport in scattered areas posed a problem for teachers who have to visit teachers on their own in small villages and hamlets. The British High Commission should provide

funds for 200 motorcycles.

Although they play a vital part in the project, these high-powered machines seem slightly out of place as the scheme places great emphasis on do-it-yourself materials.

"Flash cards", for example, are made out of old soap powder boxes and make booklets and charts.

Mr. Hilken is very enthusiastic about this network of non-formal education with its strong element of local initiative. The education system in Kenya is highly academic and competitive, filter to fall as many as possible. Consequently, people become frustrated.

They can be left with academic qualifications but no job, and in rural life there are no longer skills to use.

"Our project is related to needs. It uses the resources of the area and teaches simple technology," Mr. Hilken said.

TES correspondents explain why US schools are failing to reap the full benefits of the micro revolution

Age of computer has yet to dawn in the classroom

WASHINGTON: The much heralded age of the computer has not yet reached the American classroom, according to a survey of the National Education Association, the nation's largest teachers' union.

In a sample survey of 1,200 teachers, the association found that only 135 said they used computers. Only 75 said they used computers for teaching purposes.

Most predicted huge advances in technological learning over the next decade, but said they received vir-

tually no encouragement from school principals or administrators to introduce computers to the classroom.

A majority also expressed great interest in learning about computers. More than four fifths said they would take a computer-related course if one were available.

Meanwhile the US Department of Education has launched a study designed to define "computer literacy" as a first step towards discovering how much American teachers and pupils know about computing.

Microchip could give teachers more time to teach

PALO ALTO, California: Computers will free teachers to become coordinators and trouble-shooters, and will help students with individual difficulties. The computers will assume many of the routine chores such as marking homework and worksheets, freeing the teacher to do more teaching, Dr. Patrick Suppes believes.

A Stanford professor of philosophy with joint appointments in the departments of psychology and statistics, Dr. Suppes also directs Computer Curriculum. This company provides 27 instructional courses for the computer as well as the machines themselves. About half a million youngsters in the United States are using his curricula.

"At first teachers were afraid they could be replaced by the more efficient and tireless machines. But I think that computers make students more personally involved in their lessons. And as they enjoy learning, it makes the task of teaching easier," Dr. Suppes said.

Mr. Dick Connors, principal of the Ben Franklin School in Colma, thinks students and parents are equally excited by the computers. They are thrilled because they say their children will have no trouble finding jobs and that they will be on the cutting edge, he observed.

At this school only 300 of the 490 pupils have a chance to work regularly with the computers. The district owns the mini-computer, and would like to have more schools on terminal, but money is a problem.

Pat Schandler, a former science teacher who runs the computer laboratory, says computers are not magic. "In the beginning, they are fun. They provide immediate feedback which makes kids happy. They also furnish drill and practice; but they don't teach."

She sees the fact that teachers have less time for student contact as a possible disadvantage. Sometimes, because the classes are divided, allowing half the students at a time to rotate through the computer laboratory, teachers must repeat a lesson.

Dr. Michael Kirst, professor of education at Stanford, says pulling youngsters away from their regular classrooms can "make them confused." He cites federal programmes as an example. "When there has been a notable lack of coordination between what goes on in the regular classroom and in supplementary teaching, the pupil may end up confused if the two kinds of instruction are in conflict."

In addition to disrupting the continuity of teaching, Dr. Kirst also

sees the cost of computers as a big obstacle. "In the 1960s and 1970s individualized instruction was a movement that was all the rage. But now with the fiscal picture for schools less favourable I think it is unlikely that schools will purchase computers. They need to increase their operating budgets from 1 to 3 per cent for five years in a row in order to have only one or two computers per classroom."

At Balboa High School in San Francisco, an inner city school of 2,200 students, Shirley Thornton, the principal, strongly believes in computers. "They free our teachers to teach. They make it easy for an instructor with 32 youngsters to move."

She compares the computer to a doctor who has an X-ray and can see precisely to make an accurate diagnosis. "The computer won't pass a youngster unless he or she has done the work."

In the computer laboratory here, concentration is so intense it is almost tangible. Pupils spend 20 minutes a day on their terminals. In that time, they can do 50 maths or language problems. They often come in at lunch or after school to work on the terminals, and receive certificates of achievement for good work which reinforces their desire to stay on the computer.

The teachers receive progress reports showing how much each student is using the system, how many minutes he or she has worked on the computer and what his gains and deficits are.

The school has a special re-entry programme for children who may have failed as many as four times. Here the computers allow youngsters to catch up and thus alleviate the stigma of poor or inadequate achievement.

Thornton hopes to obtain Computer Curriculum's new course that teaches English as a second language. This program offers more than 200 hours of instruction accompanied by a digital speech machine. This enables a Spanish or Chinese-speaking child to hear the words pronounced correctly as they write them on the terminal.

"This course opens a whole new direction for curriculum," Dr. Suppes said, happily. "We're in the process of introducing our course work on a microcomputer. They are smaller and less expensive. The core computer can be owned by the district and the school can buy the terminals."

Charlotte Beyers

OVERSEAS



Most teachers who took part in one US study said they received virtually no encouragement from school principals to introduce computers to the classroom.

Peter David

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LETTERS

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Candidates should apply as soon as possible, specifying the course(s) in which they are interested to the Principal (Ref: TES), Garnett College, Downside House, Northampton Lane, London NW11 4HR (01-706 8533).

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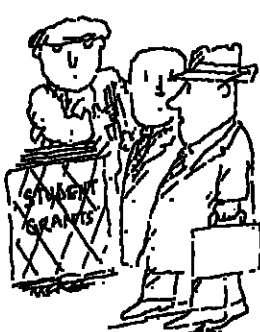
THE MECHANICS OF TIMETABLING. John Sibbe, Sheffield 6-8 April.

SUMMER 1983 - MIDDLE MANAGEMENT IN THE SECONDARY SCHOOL. David Heyworth, Keith Blackburn, Douglas Hamblin, Wetherhampton 28-29 July.

THE MECHANICS OF TIMETABLING. John Sibbe, Wetherhampton 28-29 July.

Further information from The Secretary, ISTC, 99 Ashurst Road, Bamey, Herts. Tel: 01-448 5342.

Grant system hits parents



I suppose they'll increase the dose to cover repayments.

Sir - Your recent leader list (January 7) of unfairness in the present student grant system for higher education omitted the most obvious yet least noticed. It is unfair to young adults that their independence and legal majority are not recognized by a system which compels financial dependence on parents, and frequently even more unfair to those who for one reason or another do not wish to take full advantage of this, or are prevented from doing so at all by parental refusal to contribute or sign grant applications.

It is entirely unfair, on the other hand, to all parents, that this unique responsibility for children otherwise legally adult and morally independent should be imposed.

In a bipartite system the grant element should be uniform and mandatory, not means-tested (incomes are already differentially taxed, and there are categories which by the present system get disproportionately clobbered). Parents who approve their children's use of further money would continue to give it, or might loan it favourably, if they could afford to.

The children of parents who could not or would not supplement their grant would be able to borrow what they needed from the State; they would not be prevented from following their choice as some now are, or compelled to live on short commons as many do.

D HENSCHEL

Principal, King James's College of Henley, Henley-on-Thames

Tory tactics

Sir - It is sad to see the educational press swallow the Government's contention that the only alternative to the declining grant is a loans scheme. The Tory tactic is an old one: to distract attention from the present system to replace it with something worse. The result is that the TES (wrongly) conceded the principle of loans and left the door open for another attack upon the ability of working class, women, and other students to entertain post-school education.

Don't be fooled by the hints of

extra resources for others in education - the DES has no interest and the Treasury no patience with such thoughts. Don't be taken in by assurances that loans will relieve pressures upon student numbers - institutions will still find themselves being cut. View all claims that loans will save money with caution - the initial costs are high and return of the money by no means guaranteed in times of high unemployment.

The reality is that the principles of loans and grants do matter. NUS has always sought improvements in the grant system on the grounds that we wish to see an expanded, open and publicly funded education system accessible to all those able to benefit from it. It is on those principles (as well as other more practical considerations) that we reject loans - a step backwards to pre-1962 days. It is worth remembering that the expansion of higher education rested upon mandatory grants, in itself no mean achievement.

Now is the time for all involved in education to put the principles, as well as the practicalities, of loans under the microscope. If we do that, the idea will soon disappear.

NEIL STEWART
National Union of Students
3 Endsleigh Street
London

Another obstacle

Sir - Professor Peston's article (TES January 14) on the proposed student loan scheme asks whether the

scheme would make entry to higher education fairer. I would say that, far from being fairer, the scheme would set yet another obstacle in the path of those from less affluent backgrounds who seek to pursue higher education. Since it is based on a false assumption, ie, that the poorer students are themselves financially secure and will remain so,

It has long been acknowledged that in Third World countries, children are an insurance against poverty in old age; in a modified form the same is true for certain sections of our own society.

Parents of working-class children forego the income that their child would normally contribute towards the family expenses, and in return receive a grant. The child, in turn, is expected to contribute towards the family income from the moment the salary is earned. In many cases the contribution is necessary since the parents of such students are low earners, have little savings and their earnings are likely to decrease as they work longer hours, unlike their salary earners, resulting in a minimum retirement pension.

The cost of financial support for their parents will therefore increase as the latter reach retirement age and will frequently coincide with the time in which the graduates own marital and family expenses are at their peak. The added cost of paying back a grant loan back to supporting parents, going home and possibly a non-working wife would prove crippling, unless adequate financial allowances for such circumstances were made.

Meanwhile, students from an affluent background would remain unaffected since their parents will still be in a position to help the graduate child repay any grant debt.

The result would be an even greater inequality, not less.

MAUREEN BROOK
15 Widdowcombe Avenue
Weeping Cross
Stafford

Parent power

Sir - We are writing to you to correct two false impressions which your report (January 14) on the North of England Education Conference may have given to your readers about the Liverpool situation.

Firstly, no reorganization proposals were presented to Sir Keith Joseph. This is because, regrettably, no proposals exist. What was presented was a document which outlined the options which were available. This is not a secret. It will shortly, unless Labour opposition to it is successful, be sent to all governing bodies and parent teacher associations in the city.

Secondly, you gave the impression that everyone connected with education was waiting with bated breath for a Labour victory in May so that their policy can be implemented. What policy?

The Labour leader has recently been down to London to tell Sir Keith that they would only close a few schools but keep an 11-18 system. The absolute chaos that this would cause is almost unstateable. By 1987 we will have an over-capacity of about one-third. Already we have only four sixth forms which have sufficient numbers to ensure stability and viability.

Fiddling changes will not give the stability which is so desperately needed by staff and pupils alike. For this option to work, one provision would need to shrink to just 11 form-entry comprehensive schools and would mean the closure of comprehensive schools in every needy area of the city. Is that a socialist reaction? Or were you thinking of the paper prepared by the chairman of the borough Labour Party education committee who is, incidentally, deputy spokesman on

the education committee? He proposed a move to a tertiary college system and gained significant support for these proposals from the Labour group.

Many wards are now giving support for these proposals. On the Labour councillor who was recently resigned from the education committee at its last meeting? Or was he to tempt fate, bearing in mind his years' service to the party?

We believe that the time for schools reorganization may be with the parents. It is certainly in the hands of the Labour Party.

MIKE STOREY
Chairman
RICHARD KEMP
Ex-Chairman
Liverpool Education Committee

Appeal for help

Sir - This is a plea for help in keeping teacher education courses informed of recent innovations in work with pupils who are said to have emotional and/or behavioural problems.

London is frequently cited as the centre of innovative practices but several colleagues and myself feel that throughout Britain there is much of interest and commitment which we would try to visit.

Therefore, it would be glad to hear from anywhere in the country, curriculum areas, such as work which considers girls' ethnic min-

orities, parents, 16 to 19-year-olds, and the uses of microprocessors. However, news about any innovations would be welcome, from people working in any setting in education, social services or Home Office establishments. Just a note or a telephone call (01-636 1900 ext 792, secretary ext 584) will be enough to make initial contact.

IRENE BOWMAN
Department of Child Development and Educational Psychology
University of London

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Slip of the pen

Sir - I wonder what the 22 page (and their teacher) at Open School, Newport Pagnell, thought of collecting £5 for knowing their letter (January 7) while Alan Peston gets £7 for not knowing it!

"Incarinate" is a verb, not an adjective, and it says little for a (rightly-anonymous) Chertsey lettering it through.

ALFRED PAICE
Ashley
1 Horace Road
Billerica
Essex

LETTERS

Why limit the influence of Christ?

Sir - In all the correspondence about whether Christianity alone ought to be taught in schools or other religions as well, one important factor seems to be missed out.

If the general secretary of the Association of Christian Teachers (TES, January 7) is so convinced of the power of Jesus, why should he be afraid if the teachings of other religious personalities are studied as well?

And why should the influence of Jesus be limited, in the perception of people such as Mike Knowles (TES, December 7) to Britain - or, rather, England?

Proponents of the "Christianity alone" school would have far greater sympathy from some of us if their view of Christianity was not so blinkered. After all, there are now more Christians in Manchester than in the Third World than in the First.

And in the First World itself, black churches often seem far more vigorous than white ones. Very few Christian organizations in Britain have begun to have, let alone to present, a properly multicultural view of Christianity.

Instead of being in the vanguard of the move towards multicultural education, Christians are often strong opponents of it. I wonder if this may be because their unconscious loyalty to their class back-

ground is perhaps greater than their professed loyalty to Jesus.

PRABHU S GUPTARA
Farnham
Surrey

Wide-ranging

Sir - If it is not too late to add my comment as a practising teacher to the correspondence on Richard Hughes' "Why Christianity?" (TES Extra, December 17) I should like to do so.

I teach at a cathedral school which in some senses might be described as a "comprehensive with a worldwide catchment area" for it contains pupils of wide-ranging ability and several faiths. Once we allowed non-Christians to hold their worship in different classrooms when the rest of us were attending the daily school service in the cathedral. But we abandoned that years ago on the grounds that as parents had chosen to send their children here they had accepted that this was the Church of England school. Now we have the lesson read by good Muslims and Hindus on occasion without any protest from anyone.

Although Religious Studies O level in Christianity is compulsory here, we make a positive effort to teach all the main religions. The problem of teaching other faiths has been great in the past due to the lack of textbooks and other ma-

terial, to say nothing of there being few teachers who knew much about other faiths. Things are now rapidly changing. For example, the Gloucester diocese is now building up a store of material on other faiths alongside its Christian material for teachers and parishes to use. Courses are being organized by institutions and faiths to present the different religions to those interested. Summer schools are offering such courses, for example.

The future of race relations here may well be determined by the extent "multifaith" is taught as a subject, and particularly how it is taught. I came to the conclusion a couple of years ago that the available textbooks concentrated too much on facts about such things as holy books and festival days to the exclusion of really understanding what the faiths taught about mankind's role on earth and his or her search for truth, ie, the really educational side was being played down.

From practical experience I have found that one can fascinate 12-year-olds in the deeper aspects of different faiths. The problem facing most teachers is that their knowledge is limited to the externals and does not extend to the real heart of the matter. If one can master a religion to the extent of seeing through to its heart and message, it is possible to teach that faith with a compelling clarity.

This leads me to the point which I

Harsh policy

Sir - I was disturbed to read the report in *The TES* (January 14) of Ms Margaret Maden's comments on teachers and maternity leave. I have just returned to work from my third period of maternity leave and have, I hope, not disrupted colleagues and students in that, like the majority of women, I have kept the authority and college fully aware of my intentions and stuck to these.

Circumstances can, however, change. In a tiny minority of cases the birth of a handicapped child or (as happened to my first child) the baby's death, would make a firm commitment on return only one month after birth, a harsh policy to enforce on a professional teacher who happens to be a new mother. Post-natal depression and other medical problems associated with

the period after childbirth must also be considered.

No, Ms Maden, don't let's rewrite this aspect of teachers' conditions of service regarding maternity leave. Let's retain the recently acquired relatively flexible arrangements and extend the period a woman with a baby may take off while she decides on her future.

Finally, and most important, is the fact that childcare arrangements are difficult to make and may be as difficult to maintain. Making definite plans up to five months before returning to work is not possible for all of us. A real commitment on the part of employers and managers in this country would mean that Ms Maden would not feel that she had to put the jobs of people like myself at risk.

LOIS RADICE

Senior lecturer in Education
Haverling Technical College
Hornchurch
Essex

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M. Bloom, J.D., Dean
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Best interests

Sir - In response to Ms Margaret Maden's comments at Oxford regarding maternity leave, I agree that there is an unacceptable conflict of interest at present. I also fear that unless requirements are introduced by which women do have to give a firm commitment, a short time after the birth of their child, as to whether they will or will not return to school the law will become untenable and neither the best interests of the pupils nor women in general will be served.

SHARON GOODYER
Head of Domestic Studies
John Warner School
Hoddesdon
Herts

Governing class

Sir - I am gathering information for an evaluation and research project about the training of school governors in England and Wales. I am particularly interested in the use of the Open University's short course, 1970: "Governing Schools", whether by individual users or by groups.

More than 6,000 sets of course material are now in circulation and I would be delighted to hear from any TES reader who has used the course, in part or as a whole, either individually or in groups. I am interested in how they responded to

the course and whether it has affected their approach to school governing. Examples of practical applications of ideas and suggestions in the course would be very welcome.

I would also be interested to hear from anyone who has used the material as an interested parent, adult educator, a prospective governor or an I.S.A. officer. All contributions will be gratefully received.

ALAN GEORGE
Research Fellow
Faculty of Educational Studies
The Open University
Walton Hall
Milton Keynes, MK7 6AA

Better ways

Sir - Robin Jackson, (TES, January 7), may well suffer from a "blinkered perception" of Sally Tomlinson's arguments, but then so do many of us who work in special education. That is why it is so important to assess them carefully.

Ms Tomlinson's article clearly distinguishes between categories such as ESN(M) or maladjustment and the sensory/physical handicaps; a crucial point apparently overlooked by Mr Jackson.

It is possible for "benevolent humanitarianism" and "social control" to coexist.

We all have examples of helpful employers, their motives covering the whole available range, but Mr Jackson must have read para 10.56 of the Warnock Report and subsequent research showing the unacceptably high levels of unemployment among young people previously ascertained as handicapped, predominantly in the two worrying categories.

Genuine concern for children should allow us to abandon defensive, emotional rhetoric, to be prepared to acknowledge deficiencies and to look for better ways of working. To help us do that Mr Jackson could have provided his explanation for the disproportions of boys, pupils from ethnic minorities and "working class" children in the ESN(M) and maladjusted categories.

My plea is that "multifaith" is given a firm place in the curriculum and is taught not simply for examination purposes but for the education of our multicultural society.

J R S WHITTING
The King's School
Gloucester

DENIS MONGON
37 Gratton Terrace
London

Courses

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This educational journey provides an opportunity to live with American teachers and to be involved in an educational programme in historical Philadelphia.

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Centre spreads

ANNABELLE DIXON

They were bicycle sheds in my first year, cased in by walls and a door; they were psychological laboratories in the second and by the third year the glass door sported enormous letters pronouncing the erstwhile bike sheds to be "The Centre for Cognitive Research". Maybe imported from the US, it alerted me to a word that was holding out new magic. "Centre" has developed in meaning since the 1960s. Test it for yourself: would you expect to find identical things in "Smith's Nurseries" or "Smith's Garden Centre"? To find the same facilities in a "Sports Hall" as in a "Sports Centre"?

Everybody would like some share of this magic and size and organization seem to exercise no bar. International organizations are now "Centres", witness the series of centres under "centre" in the Geneva telephone directory, but a determined centre hunter will find them in marvellously bizarre and small scale contexts. To date, my favourite centre is a downtown lampshade shop in Wolverhampton whose windows are obscured by the announcement that it is "Wolverhampton's Microwave Oven Centre". The magic of the new meaning has been borrowed here but the old



Priority libraries

BARBARA JONES

As librarians working with children in school and public libraries in an Education Priority Area we have become aware of what a daunting task it is for many children to use a library effectively. Children are not familiar with the terms fiction and non-fiction (which librarians inevitably use) and struggle to understand the shelf arrangement; fiction alphabetically under the author's surname (if only publisher's were consistent in the design layout on book spines) and non-fiction numerically according to the peculiarities of the Dewey Decimal Classification Scheme. Access to Dewey is gained through the complexities of library catalogues which are prone to strange terminology and disconcerting references (if only cataloguers had to deal directly with library users).

We have realized that children using information books for homework purposes have a further set of problems to contend with once they have located a relevant book: finding and processing the specific information required. Many children do not know how to use an index or a contents list (although most publishers include indexes for improvement in quality). Only a few children naturally discover specialized reading techniques like skimming or scanning, and expend their limited energies on intensive reading before assessing relevance. The ability to make notes is not demonstrated by many children. The local solution to these problems is for the better-off children to pay for photocopies and the less well-off to tear pages from

Lickers & job mongers

RICHARD WELCH

Like Kingswood, we too have recently appointed a deputy head. Not a third deputy mind you. At this group six primary school we only have one. I used to think it reasonable to suppose that teachers who are interested enough to apply for a post actually wish their applications to be properly considered. Yet our experience has led me to believe that a majority of applicants send in their forms simply to satisfy a peculiar fetish of envelope licking or to gain that warm feeling that one has an application under consideration. Under threat, more likely, a speedy journey to the paper shredder could not long be avoided for the majority of our contenders' letters.

The primary wish of teachers who apply for a job must surely be to gain an interview. Nobody can expect his or her application form to secure the job in the final analysis but, judging by what we received, large numbers of teachers have an awful lot to learn about application-mongering.

Over three or four hectic weeks we received almost 60 enquiries and applications arrived from 41 hopefuls. Our "further details" specifically included a request for information about "special skills and interests both in and out of school" and asked candidates for their views on what they would "expect to find going on in a good primary school". And asked that the application be completed in handwriting.

It would appear that most teachers are unaware that the first processing of applications is almost always a negative one. Two thirds of the applicants were not considered because of their simple ignorance or lack of common sense. Late papers were ignored; using second class stamps in a process which is often governed by time is plainly crazy. Failure to complete the application in handwriting and failure to make any serious attempt to answer the specific questions were obvious blunders. Where handwriting was used it was in several cases illegible or hopelessly immature. Birds, red biro, lined paper and paper torn from a ring pad did not impress. Poor grammar was commonplace. Punctuation was often poor and spelling mistakes appeared in about half the applications. Several people had "Bachelor of Education" degrees. This put them in the soup. People were "involved" in "intergrated" days "amongst" "sensitive" staff in well "equipped" "therapies". This led to the "acquisition" of skills as part of an "undeniable" yet "fruitful" "umbrella" of activities.

Fourteen close written sides I found out-putting, yet one small

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Barbara Jones is principal librarian at Kirkby Library, Newtown Gardens, Kirkby, Nr Liverpool L32 8RR.



FEATURES

Those who leave jobs in industry to become teachers often see schools as a convenient refuge from an inhospitable outside world. Their illusions are soon shattered once they enter the classroom.

"I often wonder why I came into teaching," said a 32-year-old ex-computer programmer. "The pay is worse and the work is harder than when I was in industry. Sometimes it seems a terrible mistake."

The precise motives for opting for teaching will vary considerably but most adult entrants see it as a kind of oasis where they will be able to reconcile conflicting aspirations. For many women, it still provides a way of combining active parenthood and a career. For increasing numbers of men it seems an "escape from the rat-race but still a reasonable job." Then there are those who are disillusioned by commerce or industry, want something which is more socially useful, and latch on to teaching as a "career with a purpose." Finally there are the unemployed professionals and managers from industry whose skills are no longer required and who fetch up in education in the hope that it will see them through to retirement.

What seems lacking is any educational idealism. Almost invariably they have made a pragmatic decision based on the limitations of their circumstances. Either they were jobless, or their jobs were becoming intolerable, before they looked at teaching. Few quit a reasonable career because the attractions of the classroom were irresistible.

Maybe this is a function of being worldly-wise. People who have gone through the trauma of redundancy or disillusion over their first career are little likely to nurture any great hopes for their second. They do not expect to change the world, but what does come to them as a shock is the arduousness of the day-to-day grind.

"The problem is that the job never seems to be finished," complained one scientist who had come into teaching from a family business. "I was up last night until midnight marking, preparing and doing administration. I could have gone on for several hours more but I was just too tired."

Although many older entrants admit that long holidays are an attraction, in practice they find that most of these are gobbled up in preparation. Moreover the holidays scarcely compensated for the late nights, the parents' evenings and the extra-curricular activities.

"It's the easiest thing in the world to knock teachers," said one ex-Navy man, "and I know I was pretty sceptical about them before I came into schools. But once inside things look very different. The pressure is very much greater than one would ever guess. Obviously you have to work longer than an eight hour day and the strain is considerable, having to be up in front of a class of kids putting on a performance all the time."

The fact that they were working so much harder than in their previous jobs was made more bitter by the feeling that nobody appreciated what they were doing. This resentment focused on the issue of pay, although this seems more keenly felt by the pre-recession entrants less conscious of the relative security of teachers' jobs.

Complaints about lowly status were common amongst the older entrants. "You soon reach the conclusion that no one thinks much of you or what you do. You feel under attack all the time. And what I feel most strongly about is the suggestion that teachers are 'unproductive' and therefore second-class in some way."

Yet however much such teachers stand up



TORCH BEARERS

Teachers with long experience in industry have no doubt that working in schools is more demanding, Edward Fennell finds.

more bitter by the feeling that nobody appreciated what they were doing. This resentment focused on the issue of pay, although this seems more keenly felt by the pre-recession entrants less conscious of the relative security of teachers' jobs.

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Yet however much such teachers stand up

for themselves, keenly pointing out the deficiencies in their conditions, salary and status, most agree that there are weaknesses in the way the education service operates. "Being a teacher is an endless job, so you have to set your own limits. The result is that if you are not conscientious it is possible to get away with very little," said one.

The fact that some of their colleagues are uncommitted and unenthusiastic and simply do the bare minimum grates intensely on those who work hard. And for those with a background in industry, with its discipline and its targets, it is a further cause of dissatisfaction, compounded by the apparent chaos of

many educational institutions. "Most schools just seem to be terribly disorganized and that is hard to adjust to after industry", an ex-engineer complained.

With their mixed feelings, their grievances and their dissatisfactions these mature entrants are not slow to articulate their discontent with the world. It seems that only those who fundamentally enjoy working with children and young people are really satisfied with what they are doing. This raises a serious question about such mature entrants.

The Government is clearly anxious to play down the academic side of education and elevate the "applied" and the "relevant". A common theme in recent ministerial speeches is that teachers should present their material in a style and context which encourages appreciation of its value to industry, commerce and the wider working world.

Clearly people with direct industrial experience are likely to be in the best position to do this. And it is for this reason, for example, that ICI has a special scheme to encourage its industrial scientists to think seriously about entering teaching. The idea is that these late entrants will compensate for education's shortfall in qualified scientists and level the teaching force through their industrial background.

The problem is that the ICI scheme is only for people due for redundancy. In such circumstances are these mature entrants to the profession carrying the torch of industry into school or the seeds of bitterness born of rejection?

Often it is the teachers with industrial experience who are involved in running the education-employment link schemes. And certainly those who remain positive about their previous experiences can do it with a zest and an understanding which the pure academic might find hard to emulate. One ex-industrial physicist now teaching at a sixth-form college was exasperated by the indifference to industry among his colleagues. On the other hand many of his students were even more antagonistic, reflecting, he thought, parental attitudes. In a society which disdains industry it is surprising that teachers too should hold such attitudes.

Mature entrants can contribute a lot more than industrial knowledge and contacts. Their experience gives them a different awareness of the world, different values, and a fresh approach to organization and efficiency. But to what extent do schools really benefit from or welcome this? For the educational system, and particularly head teachers, the question is whether these new ideas will be encouraged or seen as a threat to the established order?

Collapsing industry and falling rolls are likely to mean more and more mature entrants seeking fewer teaching posts. Head teachers, enjoying a new ability to pick and choose their staff, have to decide whether they want to take on these recruits from industry as a resource to be valued or a challenge that could prove too disruptive.

Right to know

Lack of basic facts about the way the world is run deprives the young of basic human rights Roger Blackmore argues.

together with information on the levels of deposit required with different types of housing and so forth.

What I found particularly horrifying was the fact that all this information was obviously completely new to 90 per cent of the class and yet these were young people who had left school for a number of years and were clearly on the point of making their way in the world as skilled craftsmen.

The episode set me wondering about the tremendous gaps which still exist in the education of our young people in what is an increasingly complex society. It appeared that some members of the class had received a certain amount of what was generally termed "civics" at school and that this had generally taken the form of discussions on various political topics, often, I imagine, led by teachers who had a considerable interest in political issues. What appeared to have been totally missing, however, was an explanation of the basic apparatus of the modern society, including the important area of housing. In addition to housing, subjects such as the tax and employment laws, the organization of the social

services, the NHS together with the basic workings of local government, trades unions, the political parties and the courts seem to have been covered scantily, if at all.

There could be a number of reasons for this. It may be that the teachers themselves are not always *au fait* with the mechanics of these various institutions - and certainly it is not all that easy to keep up to date with the flood of legislation and reorganization which affects our everyday lives. However, young people are surely entitled to understand the basic operation of a democracy before they go on to examine its strengths and drawbacks and the ways in which various issues of the day can be resolved, or ought to be resolved. Without such basic information, participation becomes difficult, if not impossible.

Organizations like the Politics Association have done a great deal to bring the need for this kind of basic teaching in schools to the public attention. Sadly, however, any mention of courses such as civics or current affairs inevitably conjures up the idea of political debate, partisan teachers, and discussion of wider national and international situations

over which one suspects both student and teachers alike feel that they have little or no control. Properly included in a school curriculum, however, a course in basic citizenship which must include a straightforward explanation of how our main institutions and services run, is absolutely essential democracy.

Without such teaching, millions are kept in ignorance of the procedures which exist to cope with the numerous problems in life and tend to see the system as amounting to little more than a complex and totally unintelligible bureaucracy. They also know that it is only the highly articulate and, often accidentally, well informed who are able to penetrate this bureaucracy and secure redress of grievances or help.

Now that a large number of local authorities are actively considering the further development of their school curriculum at secondary level and beyond, we have a splendid opportunity for ensuring that this is done. However, if it is to be done effectively, then it is vital that the colleges and departments of education responsible for the training of teachers ensure that the teachers of tomorrow are also supplied with the essential information to be able to carry out such teaching.

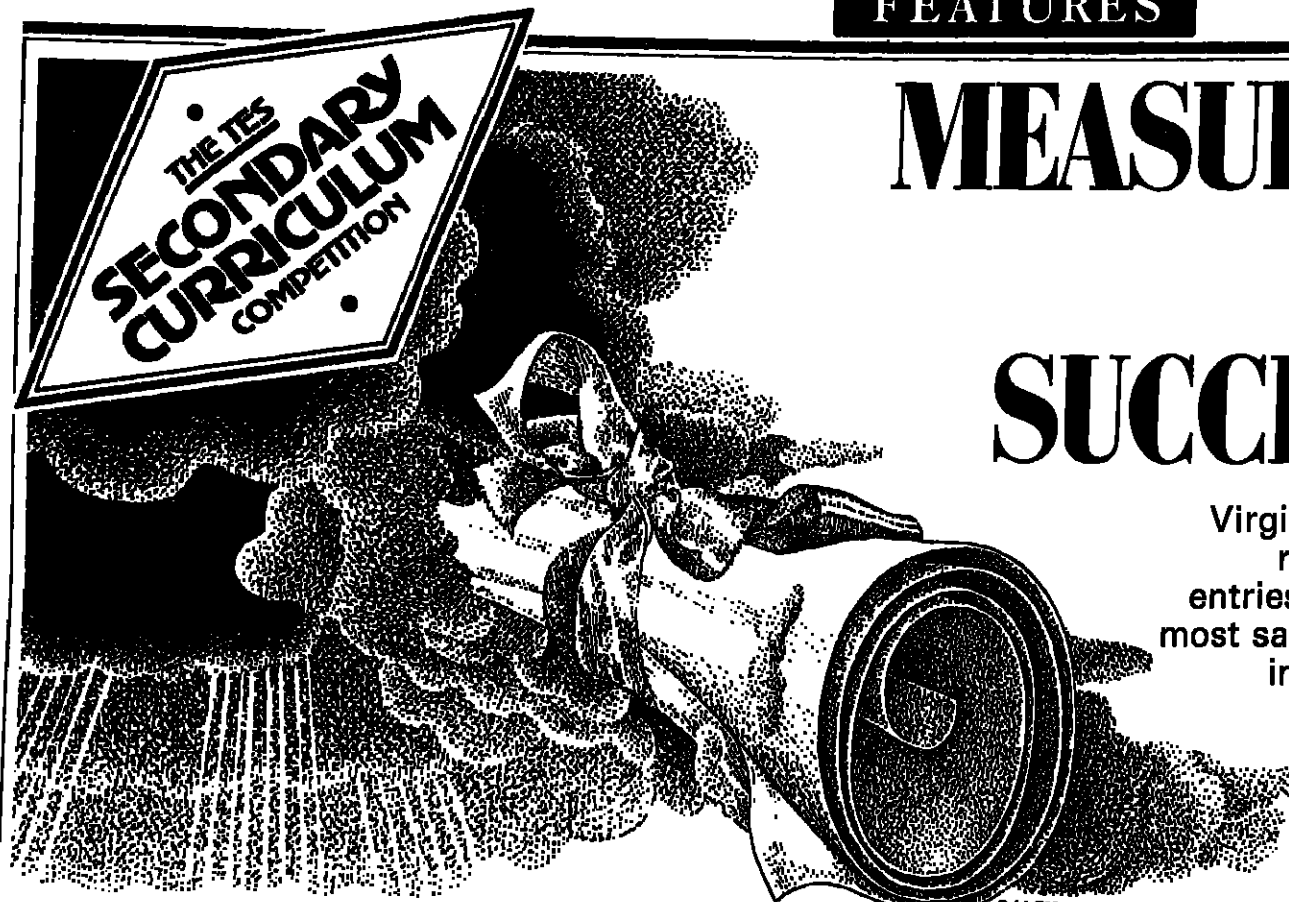
If we could only ensure that all young people received proper basic instructions in the workings of democracy, what a tremendous contribution that would make to the healthy future of democracy itself.

Roger Blackmore is a lecturer in a College of Further Education.

FEATURES

MEASURES OF SUCCESS

Virginia Makins reviews the entries and finds most saw changes in exams as the key



Light has finally dawned and a Secretary of State for Education has decided that secondary education must be completely rethought. As a start you, with your wisdom, experience and free spirit, have been asked to prepare an outline scheme for an appropriate curriculum for 14 to 16-year-olds, ending with a new set of school leaving diplomas, certificates and qualifications.

It was not an easy challenge, and it attracted a thoughtful response. Forty adults sent in entries – most of them heads and senior teachers, but also a few parents, an education student, a school governor, university lecturers and a social worker. Two schools sent in a batch of entries from fourth and fifth year pupils.

Most accepted the restriction on the age-group without demur. One implication – that our existing system doesn't work too badly up to 13, but things go seriously wrong after that – was reflected in many entries. One or two people remarked that there was good reason to treat 14 to 16-year-olds as a group with particular and identifiable needs. They are not quite-adult, but no longer children, and they are having their last clear chance for formal preparation for adult life. There were plenty of condemnations of present arrangements. "More and more students leave school frustrated, and with a negative view of education." "For virtually all boys and girls the continuation of a pure academic curriculum is a damaging waste of their development time."

"... the academically biased curriculum which falls most of our pupils from the start." "Our present system leads many secondary schools to spend at least as much public money on examining their fifth formers as they do on teaching and learning materials for them. This is silly." "The first thing to do is to stop the catatonia of 16-plus for all."

"No military commander worth his salt would prepare his troops for battle in a manner which destroyed the morale of most of them." "It is their last chance to prepare themselves for independent living, but for many these are the most frustrating and unhappy years of their whole-school life."

Several people set two essential prerequisites for a good curriculum. The first was that every student – or at least every student who did a reasonable amount of work – should end with a clear measure of success. The second was that compulsory studies should concentrate only on what an average 16-year-old might need to get along in the adult world. "The 16-year-old school leaver should have achieved a definable stage of general education, including all the major areas of general skill and knowledge required of the average adult in contemporary society."

Lists of the attributes required, generally started with self-respect and self-confidence and went on to some version of "understanding and participation in social, creative, political and cultural activities." A few added caveats: "Schools must remain agencies for the transmission of culture and the assessment of intellectual potential. One head took as the first guideline: "Do not prejudice the future."

Virtually all the entrants believed the key

to any change was a new system of certification and assessment. Here, the idea of graded tests swept the board. A very small minority demanded entirely school-based assessment: "School based, teacher devised, teacher assessed assessment is the only fair, accurate and helpful kind."

Surprising numbers called for a single national examining board – the present GCE and CSE boards got virtually no supporters. Indeed CSE received a pretty universal thumbs down, as did any new unified 16-plus. Supporters of academic exams at 16 believed they should be strictly for the academic minority: "The motivated should take exams – which is not the same thing as the mass production of pupils for an obligatory final ritual."

Some people reckoned O-levels did the job fairly well: "I have a novel proposal: let us keep things as they are. There is nothing fundamentally wrong with GCEs although they could certainly be improved to give more credit for original thought and less for memory work." One head reckoned that the present system of O levels could be greatly extended by a much wider range of exams, for example you might have commercial maths, practical maths and basic maths, all with a large component of continuous assessment.

But several people attacked O levels for providing very imprecise information about what students had actually achieved, with grades averaged out over several papers: "An O level grade is one of the most uninformative pieces of information imaginable."

Two entrants demanded that universities and colleges should "redefine what constitutes an appropriate general education today, for access into higher education." A head pointed out that the old school certificate had done something of the kind, but had been replaced by "miscellaneous single subjects."

But graded tests were overwhelmingly seen as the answer to present discontents. In the wide variety of schemes proposed there were common threads: the most important was that any pupil could take any test at any age. So able academic students could whizz on to more advanced work, while average and slow-

er ones could work steadily for lower levels of recognized achievement.

It was interesting that almost all the detailed examples of how graded tests would work in practice came from mathematics – where it is easiest to devise some kind of clear progression. One suggestion was that in an eight level system, tests for humanities subjects should start at level four.

Several people came up with the idea of a national item bank, to provide valid tests tailored to courses devised by schools. Almost all the entrants believed that society demanded external moderation of leaving tests: as one said, without it, school leavers would very likely face dozens of individual tests set by employers and even colleges.

A number of people demanded that the tests should be criterion-referenced, rather than norm-referenced – that is they should test whether students could perform a specified task, rather than rank them in order. Only one entrant – from further education – formally brought tests by other bodies such as City and Guilds and the Royal Society of Arts into his national body, whose function would be to set clear criteria for grading and criterion referencing, then invite all comers to submit tests for validation.

Most people wanted test results to be complemented by some kind of school leaving profile. In many cases these sounded pretty unusable dossiers: "A portfolio of work achievements, certificates, recommendations, criticisms, self-assessment checklists, best pieces of work, parents' and teachers' reports, work experience and community service feedback sheets – all on microfiche." The head who said that everything must be recorded on one card was rather more practical.

When it came to the curriculum, most entrants proposed something that looked very like a conventional core and options comprehensive curriculum – except that conventional academic subjects were almost universally excluded from the core: "The first casualty, I am glad to say, would be the subject."

The core, most agreed should "consist only of ideas, skills and knowledge that no pupil should leave school without." People carved

up the territory in different ways, but there was wide agreement that the targets should be good basic English, written and spoken, basic maths, some understanding of practical science, technology and computing, basic knowledge of economics and politics, understanding of work (and work experience), and knowledge of possibilities for non-work and leisure.

Some people ingeniously sandwiched these into as few as four headings. One head had language signs and symbols (including basic maths; looking after ourselves; fitting together; and making things. A less compressed version had life skills (including literacy and numeracy); health and physical education; learning skills; expressive arts, political and legal literacy; construction (science and technology); future studies (computer, world resources, invention); and family skills.

Most people envisaged a range of options and levels within the compulsory core, and reckoned that once people had reached the basic required level at maths and English they should go on to more advanced work. One university lecturer reckoned that everyone should have to resit the basic tests at least twice, to prove that what they had learned had stuck.)

Several people believed much more attention should be paid to study skills and "information skills" – learning how to get hold of information and use it. "Access to information and knowledge of how to handle it is more important than learning a substantial body of information – unless that can clearly be seen to enhance the accessibility or handling ability."

"Leisure skills" (or, as several said, work-employment skills) also came up a lot – though there was one useful caveat: "Many can only grow out of basic literacy and numeracy." And several people wanted regular timetabled time for guidance and assessment of progress, including self-assessment by students.

Outside the core, people envisaged a wide range of options, including academic subjects. A number believed that these options should also be open to adults, both as learners and teachers.

But there was a significant minority who thought that there should be no compulsory core after 14. "It is of dubious value to teach anything at this age in terms of intrinsic validity. The consumers are more anxious to learn what they see as relevant." This school of thought wanted "something more like a programme of evening classes for adults."

Several people wanted units of teaching to be much more specific, so students would know exactly what they were signing on for and what the outcome was expected to be. We had one learned dissertation on objectives: "Saying your pupils will acquire a deeper understanding of ... will help one (not even you) unless you go on to say how you will recognize it once you have got it. You find this difficult to do you may be getting close to discovering why pupils find the subject difficult."

At least three entrants believed that the school day should be altered, with the compulsory core taught in the mornings and everything else in the afternoons and evenings. One went so far as to banish all academic subjects to evening classes in PE colleges. "Unlike schools, they are geared to making teaching efficient. They aim to get their pupils through examinations in the shortest possible time."

The pupil contributors were, not unexpectedly, more conservative, and produced fairly conventional timetables, but were strong on practical details. Most of them demanded longer blocks of teaching time: "35 minutes lessons give you just enough time to get through the door, unpack your things, pack up and go on to your next lesson."

Again not surprisingly, they took a highly instrumental view of the 14-16 curriculum, focusing on subjects (science, maths, computing), which they believed would help in getting jobs. "Social education should not be studied and the two lessons should be divided into English and maths as these are very important subjects for qualifications."

But they believed that work should be enjoyable: "people don't seem to work to their fullest potential when bored", and that the curriculum should "give pupils initiative, make them think logically, and capable of inventing projects." And although they accepted the O level system one or two were a bit unhappy with it: "I think the exam system now is a bit unfair on the people who are not clever enough to do exams."

Playing hard to get

Scarcity will stimulate the demand for education says John McDougall



I wish, to consider first how the school can best be organized to foster (or should I say destroy?) a positive attitude to learning; until we answer this question, consideration of formal content is pointless. You may remember that episode in *Tom Sawyer* where the young Tom is given a fence to whitewash as punishment. Along comes his mate and asks if he is coming swimming. Tom indicates that he has something much more valuable to do ... and the upshot is that both every boy in the neighbourhood is trading his dearest possessions for a chance to whitewash the fence.

Consider, in this light, what happens in school. You must attend until you are 16; you must attend five days a week from nine to four; you must divide your day, not according to the interest of the moment or the impetus of your learning, but according to the dictates of a bell which itself follows the dictates of "the timetable"; furthermore, you may not, say, read *Animal Farm* if your teacher has determined that you must "do interpretation"; you may not do quadratic equations if it is "the period" for geography; you may not wear what you like, go to the toilet when the need arises or burst into song if the mood takes you; and you may not, or not often, stay beyond the end of the period even if you are interested. Is it any wonder that learning in school is perceived as "work", something unpleasant which is to be avoided if at all possible?

To teachers, it is a matter of common knowledge and everlasting regret that at any moment a very large proportion of their pupils are engaged in this avoidance. This may manifest itself in a variety of ways: in teacher-baiting, in simple uproar or unwillingness to listen. It would be silly to pretend that all of this can be blamed on the school's network of compulsions; none the less, it is my central contention that the attempt to compel people to learn is the chiefest of approaches.

When Tom led his friends to believe that he would seize their chance to whitewash a few feet of fence, he didn't alter the situation; he didn't call for more resources, say, to bribe his friends into action. What he did was to find the words, and the mode of presentation, to alter their perception of the situation.

Extra resources are not the first necessity. We must find the words to alter perceptions of "education". I will outline in a moment what these words might be. Before that, however, let me point out one or two other important absurdities of the present situation. First, because it is assumed that people

have to be forced to learn, it is also assumed that they must be put in front of a teacher all or nearly all the time they are at school: if someone wants to learn microelectronics and the only teacher available at the period in question is a modern studies specialist, well, too bad: in most schools that pupil will be doing modern studies whether it turns him off or not and whether or not he concludes that the school is being run for the benefit of the teachers, not the pupils.

Second, it is all too apparent that youth unemployment is high and going to remain so: a large percentage of young people will go from a situation (at school) where their every move is regimented to another (on the dole) where they have never learned to cope with "freedom": they have never built up strategies for setting themselves goals, planning their own time, organizing their own learning. Have they, in fact, been encouraged to believe that they can organize their own learning?

Anyway, what can we do about it? How can we open these doors of perception? If our basic principle, learned from Tom Sawyer, is that education has to be hard to get, and yet the law demands that it be provided as freely as possible, we need a spot of subtlety. Let's make Tom into our headmaster and see what he has to say to his pupils at some time before they enter the fourth form (or third year, if we're in Scotland.)

"We're very sorry, but we're very short of resources. We cannot offer you all the education that you might want. This is particularly unfortunate at a time when education is even more valuable than ever. But you know what difficulties the country's facing ... What this boils down to is that you can't have a teacher all day, every day. We're going to give you a list of the courses we can provide and you can say which ones you would like to do, but we can make no promises. It could be that, for up to a quarter of the week, you will not have the teacher you want in the subject you want."

... There's worse to come. When you come to the end of your fifth form, we are going to have to write a report on you with regard to English, maths, science, computer literacy ... This report will be very detailed. You may say "What if I haven't been able to do science or computer literacy as one of my courses?" Well, here's the really bad news: that'll be too bad. You'll find that the courses are more broken down than they have been in the past, so that we should be able to offer everyone some teaching in those areas we're going to have to assess you on. But, basically, you'll probably either have to work at some things on your own or accept a not-very-good report in them."

But we may be able to provide some facilities so that you can teach yourself; for example, we may be able to provide a small number of computers for computer-assisted learning, though access to these will obviously have to be restricted. Likewise, we will ask each teacher to provide clear guidance on the content of his course, on the skills and knowledge he would expect to see at the end of it, and on the books and other materials you might use to set about it. All this will enable you to make some attempt at learning on your own. It's not nearly as good as a teacher, of course, but it's the best we can do ..."

You get the idea. The courses offered are not so all-or-nothing as "O level English", but more specific, like "interpretation of written English" or "imaginative writing", so that the pupil can make a clearer judgment about their relevance to him. The pupils cannot (at first) have more than a certain proportion of the week in front of a teacher. If they are not in classes, they are given areas to work in and as much guidance as possible on how to get on with it. The headmaster makes a great song and dance about having to restrict access to teachers, computers and other resources, but, once the system is established in fact makes every effort to provide what the pupils want.

Real headmasters, of course are particularly likely to throw up their hands in horror at such a scheme. If pupils have a real choice, they will say, at some moments in the week they could choose to do nothing; then they could be roaming round the school, causing trouble.

Of course, to move there are ways round that: the freedom to move about might be granted only to those who had shown themselves responsible; the others could be restricted to a

supervised area or areas. More important, I would have thought, is the possibility that, especially in the transition from the present situation, some pupils would conclude that they wanted to learn nothing. Furthermore, this might be especially true of the working-classes: the middle-classes, perhaps, would be better provided with motivation from home. But there are some answers even to this. There are those who suggest, for example, that the state should provide each citizen with a certain amount of "edu-credit": that is, a certain number of courses would be provided free, at any time throughout the citizen's life: beyond that, he would have to pay. This would ease the problem that some would later regret missed opportunities; and one can see how it would help establish the attitude that education was a life-long process.

Lastly, we must be honest, again, about what happens now. Think of the energy expended in persuading pupils to jump through hoops in specific way at a specific time, and then in "disciplining" them if they decline to do so. And yet a pupil who drifts from class to class and does very little in each, but is not overtly troublesome, may simply never come to light.

But, our real headmaster may say, there would be problems with the deployment of teachers. What if the kind of teachers available did not match the demand? But the custom of fitting the timetable to the teachers available is perhaps one of the central problems of the moment. It is fitting pupils to teachers, not the other way about. It would be up to those teachers whose skills were no longer in demand to re-equip themselves. There is no sense in perpetuating unnecessary jobs in schools any more than on the railways.

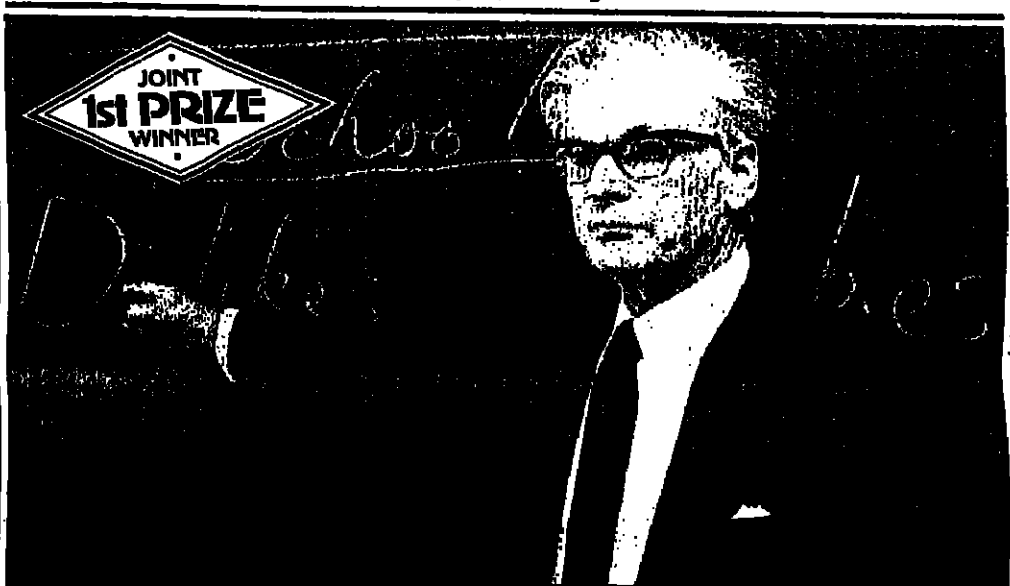
However, if headmasters and unwanted teachers did not welcome a scheme such as I have described, what would most teachers make of it? If the pupils in their classes really believed that they were lucky to be allowed to do these courses, and therefore had better make the most of it, problems of "discipline" (at least within the classroom) should largely disappear. Teachers would begin to do what they thought they came into teaching to do: stimulate and feed hungry young minds, rather than spend half their time shutting people up and slapping them down. Morale would soar and so, it would be reasonable to expect, would standards of teaching.

I have perhaps appeared to be suggesting a situation where "Demand Rules, OK?" This is not quite the case. I have to agree with those who argue that there are certain basic skills without which a young person could not function adequately in this world, there are certain "modes of learning" into which the young should be initiated.

But there is all the difference in the world between saying, "We think you should have some knowledge of x, y and z" and "We are telling you that you must study x, y and z when and as we instruct you to".

It should be made clear (as Mr Sawyer, the headmaster, did make clear) that the certificate which each pupil received at age 16 would include an assessment of knowledge and skills in those areas deemed to be "basic", whether or not the pupils had chosen to attend classes in them.

This would put strong pressure on people not to omit a central area of study, but it would also leave them free to use their initiative regarding time, place and method of learning.



Academic minorities

Initiative, self-respect and maturity should replace the annual slaughter. T M Renowden argues for an end to CSE.

The first thing is to stop the catatonia of 16 plus for all. The present set up as well as the revised version narrows aims, certifies failure for the majority and wastes time and money. The academic minority who wish to take GCE should be allowed but, CSE will finish.

The last year of compulsory education will be devoted to preparation for real life and anything that the individual boy or girl wants to do that is within the human and material resources of the school. The academically gifted pupil will complete a range of O levels in the fourth year: the majority of pupils will take graded tests 1, 2 and 3 in all subjects any year up to the end of the fourth year. This will give a year to put right what needs to be put right in retakes and revision as well as broadening the outlook of all pupils.

In the last term of the fourth year pupils, parents and teachers will negotiate individual timetables in a series of parents' evenings. Results of Graded Tests, school reports, entries for GCE and reasonable career aims will be discussed and if voluntary agreement is not reached and an academic board representing local employers, parents' association and teachers will adjudicate. The very existence of discussion about what to do will involve initiative and self-motivation leading to greater self-respect and maturity in each boy and girl in place of sheepish lining up for the annual slaughter.

All pupils will receive an education certificate that will state on one foolscap card all

the essential facts of their school career. Employers cannot be bothered with profile booklets or portfolios.

Using conventional headings, the first four years' curriculum in a forty period week would work out as: English and Mathematics five periods each; Technical Studies and Languages a varying total of eight periods according to amount of Language work; Geography, History, Physics, Chemistry and Biology/Rural Science three periods each; Physical Education, Art and Music two periods apiece; and Religious Education one period and a quarter of an hour each day of assembly or Religious Education in forms.

Owing to the shortage of teachers, languages cannot be taught sensibly to all pupils for four or five years. Therefore after the first year's introduction to all the languages available in the school on a rota system of four periods a week, those with linguistic ability will devote six periods for two or four periods for one language. Those with little gift or interest will be better served by eight periods of technical studies.

In the fifth year, individual timetables will be a selection from OA and O-levels, linked technical courses or internal technical courses where further education colleges are not available, school activities brought into the main timetable, including Young Enterprise and Duke of Edinburgh's Award, work sampling and community service such as first aid and home nursing, working in old people's homes, with the handicapped or with the Coastguard.

ARTS

Feudal cruelty

Vol. By Yilmaz Guney.
Lumiere Cinema, St Martin's Lane,
London W1.

It is difficult to separate the acclaim surrounding *Yol* (winner of three prizes at the last Cannes festival) from director Yilmaz Guney's stand against the Turkish military dictatorship, and the romance of his escape from prison. He has been awarded for his life, as much as for his film. However *Yol* is not a simple political tract. Guney has said of his country that "Oppression arises not only from the government but also from the fact that people are ruthless among each other (and that's closely linked with the social and economic conditions of life). That ruthlessness stems from a feudal background that western countries experienced in the Dark Ages." His portrait of the effects of the old Moslem codes should be instructive to anyone who is enamoured of the simple beauty of peasant lives.

As with his two previous pictures, *The Enemy* and *The Herd* Guney did not direct the film himself, but supervised it from prison: writing detailed scripts and instructions for rehearsals in his prison cell; the director on location was Serif Goren. Guney waited until the rushes had been smuggled out of the country before he escaped, and finished

editing the picture in Switzerland. The film is grindingly depressing and therefore hard to watch until we become caught up in the character's destinies. Five prisoners are granted a week's parole to visit their families and the camera traces their separate journeys home. The early scenes are shot in a flat, documentary style: one railway train merging into another, the men's faces almost indistinguishable with their heavy moustaches and belligerent hopelessness.

One prisoner, Yusuf, is stopped after a few miles for a routine police check and is immediately sent back because he has lost his papers. The others carry on and meet other arbitrary restrictions and punishments from their own families. In spite of the film's setting - great stretches of empty fields, vast skies - the atmosphere is claustrophobic, a combination of poverty, blind suspicion, guilty pleasure and vengeance. Cruelly here is shown on a local level, political and religious repression enacted by bored soldiers, or families rigidly upholding a code of honour whose reason and purpose is never questioned. Seyit Ali travels through the mountains to murder his wife: it is his family duty for she has dishonoured them by running off to a brothel (Escape in this world means exchanging one slavery for another). He finds her chained in an attic, filthy and fed on bread and water and resigned to her fate. His pained reluctance, and her screams of terror as they stumble back through the snow are the scenes which lift the film above the documentary level, into tragedy.

For most of us *Yol* is the first view inside a world glimpsed, if ever, on a picturesque tourist level or through newspaper reports. It is all too easy to enjoy condemning the cruelties of a world so different from our own, but the final lesson of Guney's film is how effectively social codes break apart the closest ties and basic human instincts. As fathers condemn daughters and brothers turn against each other, the most hopeful human sentiments here are found in the camaraderie of the prisoners themselves.

Mary Harron

Burne-Jones

Birmingham Museum and Art Gallery pays tribute to the City's most notable contributor to the Pre-Raphaelite movement, Sir Edward Burne-Jones, with an exhibition of his work (marking 160 years since his birth) which runs until April 15. A good selection of the Gallery's comprehensive collection of paintings and drawings are on show, together with the famous series of five tapestries depicting scenes from the legend of the Holy Grail, designed by Burne-Jones and first woven at William Morris's works at Merton Abbey between 1892-1895. The graceful, highly decorated style of Burne-Jones' work is typified in the Holy Grail tapestries which also demonstrate William Morris's achievement in successfully reviving the old technique of high-warp weaving that had fallen into disuse in the eighteenth century, factors which will be developed in the lectures which have been arranged to complement this exhibition. The second of these will be given by Emmeline Leary on February 3, at 4.10pm in Birmingham Art Gallery.

Ann FitzGerald

Literature and Imperialism is the title of a conference to be held on February 10 and 11 at the English Department of Roehampton Institute, Roehampton Lane, London SW15. The speakers will examine literature and culture from both sides of the imperial divide: the disciplines drawn on include history, anthropology and film.

Further reviews this week on Shakespeare, Elizabethan theatre in general, and James Joyce appear on Endpage 32.



Photographed in LONDON
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Outer limits

The BRC2 festival of science-fiction films arrives at a time when the genre has never been more popular, evident in the phenomenal success of Lucas's *Star Wars* and Spielberg's *ET*, as well as in the vast sums offered to writers like Frank Herbert to extend moribund series novels to ludicrous lengths. If science-fiction as serious literature has long found ground from the eminece of the sixties as a consequence of this unprecedented commercial success (although the launching of *Interzone* is a recent step towards redressing the imbalance), the cinema seems to offer a greater continuity, since science-fiction films have rarely aspired to the level of seriousness attained in the best writing. The two have developed in distinct ways, and films like Tarkovsky's *Solaris* or *Stalker*, both recently shown on Channel 4, are very much the exception to the rule.

Instead, the film-makers have drawn on the more conventional staples of science-fiction for plot and theme, playing with familiar but powerful anxieties of dehumanization and disaster, spectacular excitement and adventure, as a means of exploiting to the full the visual dimension of the medium. Special effects are the real heroes of most science-fiction films, leaving the even in the relatively primitive first films, like Fleischer's *Fantasio Running* (1972), or Trumbull's *Silent Running* (1972). From Lang's *Metropolis* to Scott's *Blade Runner*, film-makers have sought to augment their stunning manipulation of visual resources, and any history of the genre on screen would prominently feature the technical advances which enable these marvels to take place. This combination of durable themes and visual pyrotechnics results in a curious interplay, even in the ablest power, in the most of the film. Festival includes several classics in the varied range, from the cold war paranoia of *Star Wars* (1977) and *Blade Runner* (1977) to the futuristic *Interzone* (1982).

Interzone is published quarterly from 28 Duxford Road, London N4 1BN. Subscription £5.00. Single issues £1.40. *Out of this World*, an exhibition of the art of science-fiction is currently touring the UK with the 'Scottish Arts Council Touring Gallery'. Tel: 031 226 6051.

Free forms

Francesco Clemente: The Fourth Stations.
Barry Flanagan: Sculpture.
Whitechapel Gallery until February 20.

An Italian who spends part of each year in Madras and paints the stations of the cross in New York is certainly international but Francesco Clemente's internationalism is pictorial too. An exhibitor at the Royal Academy's 1981 survey, A New Spirit in Painting, he is now one of the most celebrated painters in the current wave of free-form figurative art. Replete with art-historical allusions from east and west, his pictures have a vigorous, popular cultural reference too.

Apparently selected with great care for their associated meanings, Clemente's images are rarely difficult to identify individually, but presented in collage-like juxtapositions and in a convulsive, painting style, their full significance often requires long reflection. If, however, we take the introductory picture, 'Self Portrait', to be a guide to interpreting the others, we see that a cruciform, counterchange pattern of black and yellow merging through olive-green carries within the dominant image of Clemente's face those of a crucifixion and three fishes.

What follows is only nominally the stations of the cross. With the addition of two other pictures, 'Torture' and 'Perseverance', Clemente abandons any religious allegory for a kind of pilgrim's progress, but one in which the journey is not only through life but life is art as well. Desperately narcissistic, these are paintings of great force and considerable interest.

A witty, playful use of diverse materials characterized Barry Flanagan's early sculpture, with piles of sand, stuffed hessian, sticks and lengths of rope brought to life as if by a magic wand. This work since 1973 has continued the inventive humour but by way of a return to the traditional sculptor's materials of clay, bronze, wood and stone. Carved and stacked or placed and pieced, the immediate effect of this Venice Biennale show is that of a game being played with the natural inertia of stone and the malleable movement of bronze.

The carvings are reticent, self-withholding, a trace of the sculptor's hand, except for the occasional incised drawing, like the visual punning on a woman's torso and a musical instrument in 'Hollow Cello'. Biomorphic and grotesquely suggestive in their stretching, coiling, petrified form, Flanagan's sculptures spring to life in his recent, bronze series of performing bears. Echoing the poses of past figure-sculpture, they precariously balance atop or in pairs on a variety of objects from cricket-stumps to bells.

Michael Clarke

Poetry is alive and well - and living in the pages of a large number of little magazines; next week *Interzone* surveys this varied field. Also next week, Frank Coddfield discusses a new study of delinquency, and D A N Jones examines the effect of literary censorship in the early states.

THEATRES

ROYAL SHAKESPEARE COMPANY
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Parade 25. All 1981-82 season
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The Pit - The West of England
matinee 1.30, 7.30, 9.30, 11.30
Underground Cinema - 1981-82
Season - Tel: 01-255 8551

ROXBURY Theatre, 100 Whitehall
01-255 8551, 255 8552, 255 8553
01-255 8551, 255 8552, 255 8553

A blot on the landscape

The Empire Strikes Back: Race and Racism in 70s Britain. By the Centre for Contemporary Cultural Studies.
Hutchinson £5.95. 0 09 149381 1.

It is extremely difficult to write a book about sectors of a society who are being oppressed by a more powerful ruling group. If the text is cool, objective, whispered, then no one may listen, or the case may not be taken seriously. On the other hand if the prose is strident, aggressive, accusing, then critics can easily dismiss it as hysterical or exaggerated.

It is also difficult to review such books, because endorsement sounds fawning or at worst patronizing, and criticism can suggest one is not sympathetic to the central thesis. Most problematic of all, perhaps, is when the writers themselves belong to the oppressed group but the reviewer does not like when a man reviews a book describing the denial of opportunity to girls and women, or when a pacifist reacts to a book on the exploitation of the working class.

This collection of essays analysing race and racism in Britain during the seventies is written by a group of seven members of the Race and Politics subgroup at the Centre for Contemporary Cultural Studies. Since four of the writers are Afro-Caribbean and one Indian they are able to write with empathy about the issues. Let me state at the outset that I agree with many of the arguments put forward but am critical of some of the analysis.

The first contribution by four of the writers on the organic crisis of British capitalism and race is a powerful one. Its central argument is based on the familiar historical explanation, strongly influenced in this case by a Marxist perspective, that post-colonial Britain has inherited a brand of nationalism that confines minority ethnic groups largely to the working class. The writers contend that state racism and authoritarian government have become pernicious, and that the roots of this phenomenon should be traced through a multidisciplinary analysis not a purely sociological one.

The writers go on to argue that British capitalism faces a crisis, and that this leads to the presenting of race as a "problem" and the advocacy of stronger law and order. I do not see such a state of affairs as being peculiar to a capitalist society. It is not dissimilar to the stance being taken by the authorities in Poland, for example, and illustrates perhaps that in many different kinds of human society, including tribal and socialist ones, the ruling group tends to become punitive towards dissident minorities, even when it is in the wrong, and will scapegoat and stigmatize in order to enlist the support of enough people to retain power.

Errol Lawrence begins his chapter on the roots of racism by rejecting the notion that racial discrimination is based on prejudice and that pre-judice is a natural component of human nature. Working class racism is attributed substantially to schooling, through a process whereby the racist ideas of the ruling class, which sees black cultures as primitive, are distilled into textbooks and stories until embedded in working class common sense.

There is probably a good deal of truth in this supposition, and one of the features of educational analysis in recent years has been the sensitizing of teachers and others to racial stereotyping, textbook jingoism or ethnocentric curricula. At the same time anthropologists have cautioned against too easy a labelling of societies as advanced or primitive, while linguists such as Labov have shown that non-standard Negro English is consistent in its conventions, though these may be in conflict with those of standard English. Such counters to racism receive little mention in the book, but perhaps the authors may feel their main impact has been on the stated views, though not necessarily the actual practice, of liberal-minded people in the caring professions rather than British society at large.

There is a particularly strong condemnation of policing in a chapter by Paul Gilroy entitled 'Police and thieves', which covers not only the debate between such spokesmen as John Alderson and James Anderson on the merits of proactive or reactive policing methods, but also gives many examples of what is seen as police hostility to the black community or to such groups as the Rastafarians.

Teachers in some areas with a West Indian population will be well aware of the poor relationship between police and young blacks, and of the crude harassment of a number of innocents. Undoubtedly some police officers in key middle rank positions are not only hostile to ethnic minorities, but socialize newcomers into taking an aggressive line. Though a good deal of this is prejudice against youth itself or, amongst a small number of police men, to citizens in general. As with other sizable groups the crass behaviour of a significant malevolent minority of policemen stigmatizes the work of their fellows.

Hazel Carby's impassioned chapter 'White woman listen! Black feminism and the boundaries of sisterhood' will alienate many readers, including some white feminists who are criticized for being unsympathetic to black feminists, and are even referred to as oppressors. Perhaps the criticisms, though hard to take, are fair, and it takes an

articulate black feminist to point them out. I found some features of the book slightly irritating, for example the frequent use of *she* alongside masculine personal pronouns and the coining of "herstory" instead of history. Not all the examples cited demonstrate racism as such. One sports writer is taken to task for describing the gifted West Indian batsman Viv Richards, after a high score against Warwickshire, as a "killer". Yet phrases like "Killer Keegan" are amongst the most hackneyed in sports journalism, and Ian Botham is referred to by team-mates and press alike as Guy the Gorrilla.

I also prefer the explanations of racism offered by psychologists and social psychologists, such as Adorno in his study of the authoritarian personality, to the critiques that assign blame to capitalism. After all that most capitalist country the United States, despite its share of guilt, has made greater efforts to be fair to all ethnic groups than almost any other nation through Affirmative Action, Project Head Start, the bussing of pupils, which even brought the National Guard into direct conflict with hostile whites, and the desegregation of schools.

Despite my reservations about the analysis of racism I found this book well worth reading. It is disturbing, engenders a sense of shame, gives numerous examples to support its thesis and is well argued, better in some chapters than others. Racism, and not merely that manifested by organized extremist groups, is a blot on late twentieth century Britain. It may take a considerable time to eradicate and a massive effort even to reduce it. I feel more optimistic about the future than the authors, but then I do not belong to the oppressed group.

E C Wragg

Emotive history of the sixth

The Sixth Form College in Practice. By Peter Watkins.
Edward Arnold Teaching Matters Series. Edited by Sydney Hill and Colin Reid. £4.25. 0 7131 0730 8.

The sixth form college (inevitably now appearing in lists and on letterheads as the SFC) is one of the more surprising developments of the last 15 years. Before 1966 there were - with such exotic exceptions as the Atlantic College - none; now there are more than a hundred. Lying behind the label is a whole set of values and presuppositions - about the essential nature of the grammar or public school, about social responsibility, about specialization, about discipline and (most potent of all) about the creation and maintenance of elites.

This is therefore a good time at which to be able to welcome a useful addition to the meagre literature on the subject. The author is the principal of a sixth form college with the kind of experience in secondary education which makes him sensitive to the issues raised by changing patterns of provision for the 16 to 19-year-olds. He correctly locates the college in the emotive history of the sixth form generally and succeeds in relating the emerging characteristics of the new institutions to more general curricular and social changes.

Eighteen per cent of all sixth formers are now in sixth form colleges (and, by the way, 10 per cent of all applicants for entry to Oxford in 1983 came from them). In so far as one progenitor can be assigned to this growing family it must be Rupert Wearin, King whose pioneer efforts to introduce such a novelty

in Croydon encountered a gale of predictable opposition. Moxborough and Rosebery provided sketchy prototypes, being featured on every relevant CBS course in the early sixties and the same Laton in 1971. The long march, whatever the chilly discouragements of 10/65, had begun in earnest. Taxonomists briefly delighted in the categories of "closed" or "open" SFCs but ten short years and the pressure of school leavers have dissolved most of the orthodoxies. Only three colleges, including Solihull (boasting seven syllabuses in A level history), admit to an academic bar while only two including Southport, maintain a discreet silence on the matter - but then Southport (alone?) has a headmaster, rather than a principal. In the symbolic worlds of institutions such distinctions are eloquent.

For those unfamiliar with the inside workings of SFCs, as for those tempted to apply for jobs in them, Mr Watkins provides a clear and surprisingly detailed survey of how things work. Patterns of organization and management, of counselling and tutoring, of staff deployment and time-tabling, of curricular structure and its relationship to examinations of liaison with contributory schools are outlined and scores of named examples given. There is, moreover, much here that touches closely on more general debates on the reform (when?) of the 18-plus examination system and the definition of what should count as a good general education.

The picture that emerges is cheerful - perhaps, for some tastes, insufficiently self-critical. A 1981 survey of several colleges confirms the evidence marshalled by Dean and Bradley in *The Sixth Form and Its*

Alternatives, 1979). Three-quarters of those students thought they gained by not being with younger pupils; an even larger proportion were "pleased" that they came to a college. Over 95 per cent, in that spirit of determined realism which strikes even the casual visitor, stressed the importance of the extra qualifications they were pursuing.

This survey does not pretend to be an evaluation of the SFC - for that task, more information on achievement and career destinations would be needed. Its most serious, but deliberate, omission is of any sustained discussion of the role of the tertiary college. A pen portrait of that institution is now urgently required, even before Mr Tebbitt gets to work.

This slim volume appears in good company. *Starting to Teach Study Skills* meets a real need, and not least in SFCs. *Teaching Practice and the Probationary Year* is a practical guide of quality, which raises interesting questions. The books on drama and teaching Shakespeare read confidently through the quagmire of English teaching. Only the book on primary science seems something of a Cinderella in this company.

Harry Judge

Other titles in the series:
Approaching Classroom Drama. By Rosemary Linnell. 0724 3. £3.95.
Starting Primary Science. Edited by Megan Hayes. 0745 6. £4.25.
Starting to Teach Study Skills. Edited by Ann Irving. 0744 8. £4.25.
Teaching Practice and the Probationary Year. Edited by Eric Hadley. 0723 5. £4.25.
Teaching Shakespeare. By Veronica O'Brien. 0725 1. £3.95.

Among this week's contributors

Pat Agarwal is head of education at Westminster Children's Hospital, and has taught in India.
Harry Judge is Director of the Institute of Education Studies, Oxford.

Richard Rathbone is lecturer in contemporary history at the School of

Oriental and African Studies, University of London.
Paul Hartley is Headmaster of All Saints CE School, Chorley, Lancs.



No - not a trendy new 1985 version of the hang-glider: this is Otto Lilienthal doing it in 1896. This is one of the illustrations to David Pye's *The Nature and Aesthetics of Design* (Herbert Press £8.95 and £4.95), which moves elegantly and provocatively through two thousand years of artifice with constant reference to the works of that supreme designer, Dame Nature.

Roming

Atlas of the Roman World. By Tim Cornell and John Matthews.
Penguin £17.50. 0 7148 2152 7.

All roads lead to Rome. But who used them? Eventually they helped barbarians to penetrate this and other Roman cities which lay like prizes for the hordes bent on rape, pillage and capture. The book contains both ancient and modern maps, coloured plates of ruins and treasure which, combined with condensed descriptive passages, stimulate the desire to see the splendours of a once mighty empire. Meanwhile, in this form, the Grand Tour is financially available to most of us today.

Frank Hughes

Learning Over The Air: 60 Years of Partnership in Adult Learning by John Robinson (BBC £12.95) is a comprehensive and detailed history of the BBC's many-faceted educational function. Many histories of broadcasting now exist, but this one is the best yet to appear on its subject.

Continuing Education for the Post-Industrial Society edited by Neil Costello and Michael Richardson (Neil Open University £6.95) looks at the social, technological and educational consequences of economic change, and should be required reading for those who administer adult education.

Behaviour Modification in the Classroom

Alex Harrop

This book is intended to be of practical help to serving teachers and teachers in training: its overall purpose is to inform the reader of the applications of behaviour modification in ordinary schools. It is concerned with actual, observed pupil behaviour rather than with mere speculation or theorizing, and includes a series of case studies which illustrate the variety of techniques available and the wide range of contexts in which they can be applied.

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BOOKS

Exam anthologies

The Sociology of "Developing Societies", Sub-Saharan Africa. Edited by Chris Allen & Gavin Williams. Macmillan £10.00. 0 333 27674 4. £9.95. 27675 2.

Third World Lives of Struggle. Edited by Hazel Johnson & Henry Bernstein. Heinemann/Open University £5.95. 0 435 96130 6.

Most teachers spend a great deal of time trying to get students at all levels to read more. In an age of pre-digested information and ideas ranging from lectures through *Panorama* to the examination "crib" this amounts to a struggle. In this context the "reader" has emerged and gives rise to some understandable misgivings. Do "readers" genuinely whet the appetites so that a collection of snippets serves as a trailer for the real thing, the whole books and articles which the duty enlivened will then go and consult? Or do they rather provide the suggestion rather than the substance of learning, a sense but only a sense of exposure to the interplay of argument and evidence without the all-important personal input of wrestling with the material itself in *extenso*? The emergence of such anthologies in recent years owes something to an increasingly examination-ridden universe in which syllabus has tended to expand sideways rather than in depth; manifestly readers and survey courses are inevitable bed-fellows. They have obvious merit for those denied easy access to major libraries or for those in a hurry; they can, in addition, collate material buried in obscure publications and weave a skilful thematic weaving, the previously unconnected can be juxtaposed with enlightening results. Neither of the readers under review answer all these questions but both illustrate some of the problems.

Allen and Williams' volume is part of a series devoted to the unravelling of the "sociology of developing societies". They promise in their introduction to concentrate on "social structure" in contemporary Africa. Neither of the editors is a sociologist both being distinguished political scientists; their understanding of social structure chooses to distance itself from that of social anthropology which they rather anachronistically see as being concerned with "community rather than class and with culture rather than politics". Thus what they call the "sociology of interpersonal relations" is eschewed in favour of a concentration on the "most important divisions within African society, those of gender, class and race".

In the process kinship, demography and religion (except where it provides ideological substance to forms of resistance) are put on one side. Regrettably it is a selectivity that draws a significant veil over an understanding of the evolution of Africa's mythical contemporary moral economies. The fascination of Africa's immensely varied modern societies lies very precisely in the unravelling of the dialectic between

the harsh demands of the modern world economy which have taken many forms at different times and in different places, and the pre-capitalist ideologies and structures which are similarly dynamic and diverse. The editors are forced to generalize about a massive continent and its 450 million inhabitants in a manner which crushes Africa's varied and contrasting histories. Imperialism and its hand maiden colonialism, which the editors see as having played a far more homogenizing role than Africa's diversity suggests, were and are resisted by retentions, adaptations and rejections; and it is this dynamic interplay that makes Africa African, makes African states individual and makes discrete societies within those states distinctive.

In these pages Africa is rather faceless and sociology, which ultimately has to be about people, exhibits a deadness without its essential human texture. The editors are clearly aware of the problem but meet it by writing a scattered but highly sophisticated bibliographical essay by way of introduction and linking passages. This is beamed at their peers rather than at the beginning and demands ready recourse to a considerable literature and conversance with the current debates. It is a volume that takes no prisoners.

By contrast Johnson and Bernstein have collected together a "reader" that is more immediately accessible and assimilable because of its modest humanity. Designed to accompany the Open University Third World Studies course, they have put together 30 short pieces to illustrate the general thesis that life for those living in the south is one of unending struggle. There is testimony from all parts of the poor world as to the rigours of peasant existence, the agony of plantation labour, the destructiveness of migrant labour systems, the squalor of slum-life and the doubled disabilities of being a woman in poverty. For the most part the evidence comes from the actors themselves and this is in marked contrast to the Allen and Williams volume in which the African voice, with the exception of that of the late Billy Dudley, is not represented. The extracts are linked with helpful contextual explanation and the book could certainly be read and be found useful by those unwilling or unable to accompany their reading with the OU course itself.

The editors have collected some very unusual material which few would have easy access to, although it is bad luck on both sets of editors that Robin Cohen's piece on resistance is anthologized in both volumes. Although the agonized voices of the south is deeply depressing it is also inspiring and one would hope that part of that inspiration led those who dip into it to try to go further and further in discovering why the world is as it is. Of the two volumes, the Johnson and Bernstein seems the more likely to spur its readers in that direction.

Richard Rathbone

Birth of a notion

Medieval Woman's Guide to Health: The First English Gynaecological Handbook. Middle English Text, with Introduction and Modern English Translation by Beryl Rowland. Croom Helm £10.95. 0 7099 2216 7.

Professor Rowland here presents a fifteenth-century manuscript in the Sloane Collection at the British Museum which purports to be an "Early English" translation of the famous Latin *Trotula* manuscript which first made its appearance in the eleventh century. Salerno, it predates by about one hundred years *The Byrde of Marbury* which is generally claimed to be the first work on the subject in the English language.

Professor Rowland discusses the manuscript's relationship to other early texts on childbirth, especially the ways in which it deviates from the Latin and other versions of the *Trotula* ms. She also considers its importance in assessing women's role in society, especially in the practice of medicine and midwifery, showing that for many centuries women enjoyed a freedom in this profession quite out of character with their overall position in society. The Middle English text is reproduced with facing pages of translation which are of especial value in view of the technical nature of the language. The illustrations have also been copied, though regrettably (presumably because of the cost) without the apparently splendid colouring of the originals.

Valerie Alderson



At a time when higher education is non-scientific fields is under threat it is worth remembering how commercially valuable it can prove to be. Central School of Art and Design have just published a book, *Central to Design* - Central to Industry, reflecting the brilliant achievements of many of its graduates. Above, the Davian sports estate car designed by Ryan Lewis, now a styling engineer at Rolls-Royce.

Hard driving

The Soul of a New Machine. By Tracy Kidder. Penguim £1.95.

Tracy Kidder's best-selling account of the travails of an American design team giving birth to a new minicomputer is now published as Penguin. It is a highly readable, fast-moving narrative, written in a mainly non-technical language which conveys the drama and anguish of a technological race against time to high stakes.

It is not only a description of men and women using their intelligence, ingenuity and intuition to tackle problems on the frontiers of applied knowledge, but also a book about the management of a team of professionals and the mobilization of their combined talents. This aspect of the book presents a most attractive picture. The management style (which Mr Kidder seems to admire) is a reflection of Steve Jobs' development engineers in the group whose fortunes are followed in this book appears to believe that the best way to lead is to treat people with the minimum of paternal consideration, to offer the least encouragement or reassurance, and to drive his team as hard as they can be driven.

Mr Kidder traces the psychology of the group - the creation of the collective will and force required to persuade its members to work very long hours of unpaid overtime out of commitment to the project. The professional dedication, however, is simply being exploited by the group leader for his own, complete lives and the company being followed on the capacity for sustained innovation on the part of each individual comes in stock options and personal fortunes, but only for the few who prosper in the upper echelons of the company, and disillusion for the rest.

Part of the fascination of Mr Kidder's book lies in the notion - the fear, more likely - that such an unattractive management theory could be anything but disastrous. It works, it can only be that computer engineers, like others who are dazzled by the romance of high technology, will continue in their own exploitation so long as they are allowed to indulge their own obsession and be paid for it. But there must be a better way of harnessing the efforts of clever people for a common purpose.

Stuart Machure

Four lines were inadvertently transposed in Roy Harris's article (14.1.83), thus giving the impression that Raymond Chapman's article belonged to John Lyman. The error is all three writers.

Secondary sources

Britain and the World Since 1750. By Hayden Middleton. Basil Blackwell £4.50. 0 631 13152 3; £2.95. 0 631 91580 X.

British History 1760-1914. By Elizabeth M M Tucker. Edward Arnold £4.25. 0 7131 0601 8.

Industrial England 1776-1851. By Dorothy Marshall. 0 7100 0966 6.

The Making of Modern English Society From 1850. By Janet Roebuck. 0 7100 0415 X.

Routledge and Kegan Paul £3.95 each.

Edwardian England. Edited by Donald Read. Croom Helm/Historical Association £6.95. 0 7099 1237 4.

Twentieth Century Britain. By Richard Brown and Christopher Daniels. Macmillan 0 333 31285 6.

The Decline of the Liberal Party 1910-1931. By Paul Adelman. Longman £1.75. 0 582 35327 0.

Here's something on modern British history for every level in the secondary school and beyond. *Britain and the World Since 1750* aims youngest and ranges widest. Topics are nicely laid out, each on a double page, and explained through prints, maps, cartoons and contemporary quotations as well as the author's simple and useful text. Hayden Middleton has his upon some arresting headlines and unusual sources: "The Second Nation Stirs" describes early nineteenth-century working class radicalism ("Hus labring People Cant Stand It No longer"), warns an anonymous Luddite letter found in Chesterfield market; in *First World War* is "The War that Would not End". Perhaps something less reminiscent of an import/export manager might have been found for Napoleon than "The Little Man Who Ran Europe", but there is cause for more serious concern on the treatment of European expansion. If the author is going to quote such provocative texts as Napier on suttee, with his arrogant and deliberate disregard of Indian custom and belief, or Carlyle on "the Nigger" who "is evidently a poor blockhead" and whom "the Almighty Maker has appointed to be a servant", he is obliged to show stronger feelings about them than mild disapproval. Of course history books should aim to be unbiased, but sometimes in order to be so, it is necessary to attack extra forcefully those who are not.

British History 1760-1914 is another main school book, self-styled an O level text. There has certainly long been room for a sound and straightforward account of this period, particularly on the political side, written in language the average 15 and 16-year-old can

understand without too frequent recourse to the dictionary. Despite one or two eccentricities, such as an almost Wellingtonian defence of rotten boroughs as the nursery of national politicians, and of the unreformed parliament as a mirror of society, and although there may not be the quantity of detail here which examiners seem to require to answer their increasingly tortuous and obscure multiple choice questions, it is certainly the kind of reader it's possible to get to grips with. A pity there wasn't room for more illustration.

The rest of these books are for A level, degree courses, and, particularly the two re-issues in RKP's "Development of English Society" series, for the general reader too. Don't Marshall's *Industrial England 1776-1851* remains one of the best social histories of the industrialization period in print. Her vast and varied knowledge and her vivid style combine to evoke a sense of period as immediate as in Dickens or Mrs Gaskell. Indeed she makes as good use of literary as of historical sources, in her discussion of attitudes to religion and morality, to class, and to sex and gender, though the view that Jane Eyre and Rochester "only find happiness when they submit themselves to the will of God" is over-simplified. The predicament of women is discussed in welcome depth in both these books, which span years of great contrast, from the time when women's role was to "suffer and be still" to the beginnings of emancipation. Janet Roebuck's *The Making of Modern English Society From 1850* though not so spellbinding as *Industrial England* charts with ease the tremendous social changes of the period, and provides a colourful and continuous background against which to see the other three books on the twentieth century.

Edwardian England is based on a series of lectures commemorating the foundation of the Historical Association in 1906. Topics are both social and political, including poverty and religion as well as socialism, the Empire and foreign policy, but somehow after A. J. P. Taylor's prologue on the year 1906 and Donald Read's introduction, "Crisis or Golden Age?" they seem to lose momentum. Perhaps it is easier to scintillate on the general than the particular.

The two books combining source material and interpretation, which are both in series of well-established merit (Macmillan's "Documents and Debates" and Longman's "Seminar Studies in History") discuss the particular very successfully. *Twentieth Century Britain* has a useful section raising the question of why we study



The Queen is worth nine pawns. Collins' Chess for Children, by Raymond Bott and Stanley Morrison (£4.95), recently reissued, introduces the subject with clarity and humour.

sources at all, in which the authors invite the student to consider their selection, editing and unstated assumptions as well as what the documents themselves reveal by, in Arthur Marwick's terms, their witting and unwitting testimony.

The period 1918-64 is covered in ten topics, one of which provides the sole subject of Paul Adelman's *The Decline of the Liberal Party 1910-1931*, in which he tackles the problem of "the strange death of Liberal England". He rejects George Dangerfield's view that Liberalism was "merely done to death by an unholy alliance of peers, suffragettes, syndicalists and Trade Unionists" even before 1914, and also Trevor Wilson's "rampant omnibus" in the shape of the First World War, running down and killing the Liberal party by setting Lloyd George and the coalition liberals so implacably at odds with Asquith and the "Wee Frees". Nor was it necessarily the pre-war growth of workingclass consciousness and support for Labour which did the deed. For Paul Adelman the solution is simple: the Representation of the People Act did it. In 1918, Treble the electorate, it was bound to have enormous effect on the structure of politics. New voters were open to persuasion, but the Liberals had run out of ideas; their split had proved disastrous; Ramsay MacDonald, sensing victory, repudiated all co-operation with the Liberals, and bagged much of the new electorate for Labour, which thus had replaced Liberalism as the alternative to Conservatism already in the early 1920s. There is a stimulating dialogue here, as in *Twentieth Century Britain*, between evidence and opinion. Both books illustrate just what can be gained by the judicious reading of primary as well as secondary sources.

Jessica Saraga

Figure it fast

Peter Congdon's little book is exactly what is supposed to be - an annotated list of resources to help the teacher provide challenging activities for mathematically able children. It includes lists of books and tests for use by teachers, magazines and periodicals for both pupils and teachers, classroom materials for children, and games and puzzles. It provides details of mathematical contests and competitions, organizations which provide suitable lectures and courses, radio and television programmes, films, slides, cassettes and posters. It nibbles at the edge of the possible role of the micro-computer. It concludes with a list of useful addresses and some suggested topics for discussion. I found it to be a very useful and informative booklet but was annoyed to find that at least one of the references had been cut off of print for some time and that both the booklet and the sales blurb referred to items costing £1.10p - incorrectly using both the £ and p signs at the same time. Neither of these mistakes is a good advertisement for giftedness.

Quicksilver Maths is a recent example of the attempts to provide challenging material for children of above average ability in mathematics.

Watching *Kingswood* confirmed what we've all long known to be the case. Actually dealing with children is the least part of a teacher's job. The television series painted a graphic picture of the scheming, conniving, plotting, planning and graft which is life in any large secondary school.

The teacher and even more the head of department caught up in all this by necessity something of a modern Machiavelli, but an untrained one: well up on pedagogy perhaps, but conceivably not so well informed about personnel management and the peculiarities of time-tabling. Quite possibly pitted against his headmaster and even his own colleagues as well as his pupils, he could do far worse than reach, like a drowning man a raft, for *The English Department Book*. Edited by Mike Raleigh, and written by him with two other London teachers it is an invaluable survival manual for almost every aspect of life in a modern secondary school - apart from the actual teaching. But, presumably, the reader can sort out for himself.

Although specifically addressed to

Children's literature
Cornish cornucopia

Green Smoke. By Rosemary Manning. Kesrel £5.50. 0 7226 6136 3.

The White Horse of Zennor. By Michael Morpurgo. Kaye and Ward £4.95. 0 7182 3981 4.

We all have dragons in our lives. Some menacing person, place or illness that we hate and fear as much as people feared the legendary dragons. The dragon that appears suddenly in the life of eight-year-old Susan is a good one, however, a reformed dragon who never eats little girls, although he looks fierce and belches green smoke rings. As he told his friend the mermaid on their first meeting hundreds of years ago "I won't hurt you. I'm not a human being. I'm a friendly well-disposed dragon."

When he meets Susan outside his cave on the seashore of present-day Cornwall, where she is on holiday, he says: "I have very gentle ways now." They become fast friends. Susan feeds him with buns, and she goes for rides on his back to Tintagel Castle and other historic places. R. Dragon (he won't give Susan his first name in case she gets power over him) has lived in Cornwall for 1500 years, and he tells her the legends of King Arthur and his knights; and while daintily eating buns he bemoans some failings of modern youth. "People were taught manners in my youth," he says. "Manners first, spelling and sums afterwards. I learnt mine at the court of King Arthur."

Rosemary Manning's *Green Smoke*, published first in 1957, has become a great favourite with younger children. This new edition, illustrated by Constance Marshall, should endear Susan and R. Dragon to a new generation. It wouldn't

surprise me if it appeals also to many older people who have not come across it before. They will probably be as entranced by the dragon's politeness as Susan was.

This raises the question: when does childhood end and adulthood begin? There is no dividing line. Some people try to forget the ailments of old age by reverting nostalgically to childhood. Some children are born old and are far shrewder than given credit for. Presumably *The White Horse of Zennor* is intended for children because of its delicately illustrated board-covers (there is no acknowledgment of the artist either on these covers or in the text), yet its five Cornish stories about children, and in which Knockers or the Little People feature occasionally, strike me as being ones that will be appreciated mostly by adults.

I doubt whether the average child will really care for Cherry who is drowned, and then helped by the ghosts of two tin-miners, and goes home to be completely ignored by her family. Nor do I imagine that Kate, aged ten, who builds up a zoo of small animals and charges her friends admission, will be loved by other embryo entrepreneurs, jealous of her business acumen. Perhaps William with his twisted foot, spurned by schoolfellows and family who learns to swim and goes to live with a colony of seals, may have the widest appeal.

Michael Morpurgo's stories are beautifully written, with characterization and observation that will be lost on most children. It is a unique book, defying classification, a never-never-land one that should be welcomed by discriminating readers of all ages. I hope it will find many friends.

Fred Urquhart

A one day conference about children's books, which attempts to face the thorny question: are we really facing a dwindling market? has been organized by the Children's Book Circle and the Children's Booksellers' Association. It will take place at the Strand Palace Hotel, London, on February 8, under the chairmanship of John Welch, managing director of Heffers, the booksellers. Speakers include Vicki Lee, deputy head teacher, Steeple Bumpstead School, Suffolk and Vivien Griffiths, head of services to children and young people at Birmingham Central Library, as well as publishers and book-

sellers. The £25.00 attendance fee includes meals. Cheques should be sent to: Jane Otter-Barry, the secretary, Children's Book Circle, Blackie and Son Ltd, 14-18 High Holborn, London WC1.

The Bookbus, which visits London schools free on request, is still available on a few days this term. Further information from The Bookbus, PO Box 347, Cutty Sark Gardens, London SE10 0T-853 4383.

Apologies to Jan Needell, the male author of children's books, who was inadvertently referred to as "she" in last week's TES.

Team spirit

The English Department Book. Edited by Mike Raleigh. ILEA English Centre, Sutherland Street, London SW1. £2.50. 0907016 03 0.

Watching *Kingswood* confirmed what we've all long known to be the case. Actually dealing with children is the least part of a teacher's job. The television series painted a graphic picture of the scheming, conniving, plotting, planning and graft which is life in any large secondary school.

The teacher and even more the head of department caught up in all this by necessity something of a modern Machiavelli, but an untrained one: well up on pedagogy perhaps, but conceivably not so well informed about personnel management and the peculiarities of time-tabling. Quite possibly pitted against his headmaster and even his own colleagues as well as his pupils, he could do far worse than reach, like a drowning man a raft, for *The English Department Book*. Edited by Mike Raleigh, and written by him with two other London teachers it is an invaluable survival manual for almost every aspect of life in a modern secondary school - apart from the actual teaching. But, presumably, the reader can sort out for himself.

Although specifically addressed to

every member of the English department, the book will be most useful to new or inexperienced heads of department (and at least of interest to teachers in other subject disciplines). Its chapters on the organization of the department ("the team") and the practical relationship between English and the rest of the school are full of useful, sensible suggestions. Other chapters look at syllabus-construction, exams and assessment, pupil grouping, materials and those three bugears time, space and money. Summarizing is difficult; there is far more in the book's 240 pages than advice on winning friends and influencing people's head's ear about Books, Stationery and Equipment, but as anyone who's done it knows, that in large measure is what the HOD's job seems to entail.

Pragmatic and realistic, the book is anchored to the practicalities of life in school and full of workable schemes. For some it might just be too full, crammed with too many ideas - and certainly its authors' advice against reading the book straight through, suggesting instead "an occasional trawl" - but its profanity, the way in which so many good ideas are tossed out, and its humour will appeal to many English teachers. The canniest will already be offering to lead the head's car to get it on BSE.

Hugh David

times, the
circumstance 8 n.
present time 121 n.

educational
influential 178 adj.
informative 524 adj.
educational 534 adj.
pedagogic 537 adj.
scholastic 539 adj.

supplement
increment 36 n.
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make complete 54 vb.
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THIRD WORLD

Tumbled traditions

Edward Blishen on African and Caribbean literature

Devil on the Cross. By Ngugi. Heinemann Educational £2.25. 0 435 90200 8. I Will Marry When I Want. By Ngugi. Heinemann Educational £1.95. 0 435 90246 6. The Ancestors and the Sacred Mountain. By Mazisi Kunene. Heinemann Educational £1.95. 0 435 90235 0. Kwaku, Or the Man Who Could Not Keep His Mouth Shut. By Roy A K Heath. Allison and Busby £7.95. 0 85031 470 4. Wrong Ones in the Dock. By T M Aluko. Heinemann Educational £1.95. 0 435 90242 3. The Siren in the Night. By Eddie Iroh. Heinemann Educational £2.25. 0 435 90255 5. An Anthology of African and Caribbean Writing in English. Edited by John J Figueroa. Heinemann Educational £5.95. 0 435 91297 6. The Novels of George Lamming. By Sandra Pouchet Paquet. Heinemann Educational £3.95. 0 435 91831 1.

I've never known how one sets out, as people do, to discuss an African or Caribbean poem or novel as if it were simply another contribution to the flow of literature written in English. Obviously, in some strict sense, that is what it is. So I can say that Ngugi was Thiong'o's *Devil on the Cross* is an exercise in satirical irony in a tradition that the author has studied and deeply understands: the tradition (and, in this translation from the original Gikuyu, the lan-

guage) of Swift's *Modest Proposal* or Fielding's *Jonathan Wild*. He has imagined a gathering in a Kenyan cave of contestants for a title as one of the seven cleverest thieves in the country. Candidates speak of their success in robbing the people by business methods learned from the west ("Where would America be today without robbery?"): lay down strict rules for the competition ("We are interested only in those who steal because their bellies are full"); look to a future in which they will sell soil to the peasants in tins and pots.

It is not as elegant as Swift or Fielding: where they cut the enemy to ribbons with wit, this often beats him to a pulp with earnestness, and then begins again. It has a prosy quality that springs partly, I suppose, from a belief that elegance is elitist: and partly from the moral – and in formal terms, Marxist – passion of Ngugi's feelings about the condition of his country, for which he has a deep, most honourable and angry love. It is as if a writer had sharpened his skills at a medieval French court and then returned home to express the vision of a Langland. I imagine, of course, that Ngugi might think of the very discussion of literature in such terms as these, of elegance and lightness and its absence, as evidence of cynicism, frivolity and even complicity in the exploitation of his fellow-countrymen.

And perhaps it is, I confess to confusion. *Devil on the Cross* was written in prison, and survives because the official who confiscated it was worried only that the Gikuyu was difficult, and that it was written on toilet paper: he thought the prison service could do better for a

writer than that. For all its ponderous passages (and it has brilliant and stinging moments), the novel is a memorable attack, by the bravest of champions, on those who have bated on the new Kenya. It divides humanity into the virtuous and the vile: a view that may lead to fresh disappointments – this is what I worry about – since surely it is a problem (handled so marvellously by Ngugi himself in his novel *A Grain of Wheat*) must be the general human one of how to control our infinite corruptibility.

There's another dimension to it all: Ngugi sets out in the first place to address his people, the Gikuyu, in their own language. The play, *I Will Marry When I Want*, written with his brother, is another translation into English: when performed at the Kamirithu Cultural Centre at Limuru it was so tremendous a popular success that it was banned, the theatre dismantled and Ngugi detained without trial. A stirring morality, it is oddly, in essence, more complex than the novel: perhaps because the actual peasant view of humanity is subtler and more sceptical than ideological simplicities allow.

One longs to be able to read and understand it in the original: some of the songs are printed in Gikuyu in an appendix, and it is easy to see what verbal music has been lost. As it has in Mazisi Kunene's translations of his own poems from the Zulu. I have heard Kunene reading Zulu poetry, and have never encountered anything like it – or half as wonderfully orchestral. In English these poems – so many shot through with the grief of a people robbed, together with a determination to hang on to the inner forms of what

has been outwardly stolen – are clearly no more than murmuring hints of the originals. In English, too much sounds merely grand. In his introduction, Kunene accompanies an account of the essentially public character of Zulu poetry with a scornful attack on those African poets who, writing in English, invite judgment as contributors to a European tradition. He seems to think that they are choosing "the temporary attractions of cheap popularity," though God knows, in that tradition few poets are popular, cheaply or otherwise. The irony is that, in this field, the Zulu has preserved what the European has lost – a true breadth of audience. But it's another confusion on the critical scene: that the use of English is so general and yet, for the most understandable of reasons, so widely attacked. Let the eye merely run down a page of Zulu or Gikuyu, and the anger and grief will be understood.

And I suppose, while we're speaking of confusions, there's another point to be added here: that some African poets are now honestly drawn to the European tradition of the individual voice. We live in a world in which traditions lie tumbled in every direction.

The most remarkable book here is Roy Heath's *Kwaku*. He is Guyanese: teaches in a London comprehensive and is simply one of the most astonishingly good novelists of our time. I speak of astonishment because here again, as a critic, I find myself (quite happily) out of my depth, if within it as a plain reader. Roy Heath has written a number of novels set in and around

Georgetown that have the deepest possible sort of darkness and moroseness about them, and are absolutely thrilling. He has (I must speak in shorthand) a Dostoevskian gift for making an exhilaration out of the mindless of poverty and social decay. I don't know anyone who, nowadays, I more enjoy reading. He wrote *Kwaku* to show that he had a comic gift, too. I don't think this marvellous tale of an inveterate liar, would-be photographer, near-bigamist and father of eight, whose lies rest on the desire to make "necessary additions to the full fare of day-to-day living", proves anything of the sort. It suggests instead that here is a gift that doesn't have to be declared itself either comic or tragic, being (like life) both at once.

Quick notes on the rest. Of the two novels from Nigeria, *Wrong Ones in the Dock* is an account, essentially, of the sheer daily difficulties of living in Lagos: you can't move, you can't trust the telephone, and the condition of the police is suggested by the officer who cries: "Am I to divide myself in two? Am I to kill myself for government work?" Eddie Iroh's novel is the last of a trilogy about the War: I have found them, alas, not particularly restful, resting often on curious local cliché. John Figueroa's anthology is full of meat, but some of it, in context, rather odd: in some disused cases (Okot p'Bitek, Chinua Achebe) he gives extracts from minor rather than major work. Sandra Pouchet Paquet writes about that noble novelist from Barbados, George Lamming, in the critical style that translates a story into a series of abstract propositions. I read it with respect, sighing.

There are many striking qualities in this novel: its keenly observed detail; its finely drawn characters; its informal, unpretentious style; its forthright honesty which is as concerned to depict the aspects of squalor, brutality and violence in Township life as it is to show its people's hope and heroism. But the great success of the novel is the simplicity and candour of its telling. Seen through the eyes of Mazwa, a young but influential leader of student resistance, there is a real sense of living in and through the times. The powerful and narrative, both informative and entertaining, is dramatically punctuated with elements of song, poetry, and crisp dialogue

This India

India in the Classroom. Teaching about India in British Schools. By Prabhu S Gupta. Commonwealth Institute 50p + 50p postage.

This booklet tries to fill a need expressed by many teachers, with classes composed of many ethnic minorities, as to how to approach multi-cultural education. Mr Gupta lays down guidelines for each age group, suggesting that the approach will depend on the education behind the project. The layout is clear and easy to follow and the illustrations are interesting. However, it is only a starting point and although the ideas are more clever and thoughtful, much more detail and practical suggestions are needed to make it useful to a class teacher.

The recipes, rules of Kabbalah, the more comprehensive measures of the festival of Diwali together with suggestions on things for children to do and the section on children's games are practical and informative. It would have been useful to have a great deal more on these lines, with possibly a particular project singled out and treated in depth.

For the 14 to 16-year-old, Mr Gupta makes a comprehensive list of suggestions as to how "India" can be incorporated into a range of subjects. Where there is a natural affinity of history, English, religious education, the ideas are interesting and realistic. The selection on the role of the Commonwealth Institute guide to the permanent India Centre, one not familiar with the Institute, is not familiar for anyone planning to take a class there for the first time. The booklet at the end is comprehensive, including a list of books on Indians living in Britain. Mr Gupta's booklet will surely stimulate teachers into bringing India into the classroom and giving Asian children a pride in their own culture.

Pat Aggarwal



Kurds from northern Iraq: an illustration from *Studies in Development: The Middle East*, by Christine Peters and Penelope Tuson (Nelson £2.50). This book, part of a series designed for the Schools Council Young School Leaver Project, presents geography in accessible guise, with copious maps, diagrams and pictures. The imaginative teachers, of course, will send their classes to see Güney's film *Yol* (reviewed this week on page 22).

Bold and simple truths

Rich Country Interests and Third World Development. Edited by Robert Cassen, Richard Jolly, John Sewell and Robert Wood. Croom Helm £15.95. 0 7099 1306 0.

These nine papers, prefaced by a careful Overview by the editors, were prepared for a conference at the Institute of Development Studies in November 1979, and revised for publication now. Each paper examines the historical, political and other factors – including ideological ones – which have influenced relations with the Third World. The United States, Canada, Japan, Australia, Great Britain, Germany, the Netherlands, Scandinavia and France in turn are analysed in this way. Adequate bibliographical references authenticate each paper. A separate statistical appendix gives details on such matters as population and growth trends, public and private investment flows, trading relations between rich and poor countries. A macabre item even lists weapons exported, with some startling figures. But we are warned in a disarming comment by Dudley Seers and Elizabeth Housden of the

snarls in such widely comparative statistics. They remind us that such tables "should be labelled, like many medicines, 'handle with care' and 'keep out of reach of young persons'" (page 337). The index, on the other hand, is sparse and formal, empty of theoretical content, and of little use in retracing one's steps through material which has not ignored such issues.

In general, this is a fine work of scholarship, well printed and documented. It carries a wealth of data, of interest and discussion for students, from various spheres of political science, as well as for those professionally concerned with aid to the poorer countries. There is no glossary.

From such a diversity of papers, I regret that I can pick out only a few. For special mention, Ronald Dore's paper on Japan shines with illuminating insights on a country which few westerners understand as well as Dore. Pauland and Narbye prove the point that the objective of a certain kind of development is not reality. Scandinavians towards the less developed countries. Sewell and Matheson have assembled a mass of carefully selected and condensed information on the background to United States policies; this is fascinating, even to those whose normal reading is merely current press reports on American society.

Rosemary Firth

Tragic and tame

The Children of Soweto. By Mbulole Vukhumbane Mzamane. Longman Drumbeat £1.60. *A Dakar Childhood*. By Nafissatou Diallo. Longman Drumbeat £1.25.

Longman's Drumbeat series has recently published two completely different novels of childhood experience in Africa. Mzamane's novel, brimming with an irrepressible township humour, captures the heady, tragic days when Soweto's schoolchildren shook the apartheid system to its foundations.

In June 1976 Soweto's students organized a massive but peaceful rally to demonstrate their opposition to the education being imposed upon them: "education for second class citizenship" as they saw it. The police were waiting for them. A withering hail of automatic fire raked the unarmed ranks of children leaving many dead and injured. Overnight Soweto's children grew up. They responded to armed might by organizing an extraordinary campaign of civil disobedience in which they gained the support of the vast majority of the Township's people. This was not done without difficulty, dissent, violence and bloodshed. But for a time Sowetans spoke with one voice: "we do not want our chains made more comfortable. We want them off." It couldn't last of course. The superior power and organization of the government forces and their ability to exploit and exacerbate ethnic differences and material aspirations within the Township saw to that. The student leaders, schoolchildren themselves, were hounded into exile.

There are many striking qualities in this novel: its keenly observed detail; its finely drawn characters; its informal, unpretentious style; its forthright honesty which is as concerned to depict the aspects of squalor, brutality and violence in Township life as it is to show its people's hope and heroism. But the great success of the novel is the simplicity and candour of its telling. Seen through the eyes of Mazwa, a young but influential leader of student resistance, there is a real sense of living in and through the times. The powerful and narrative, both informative and entertaining, is dramatically punctuated with elements of song, poetry, and crisp dialogue

Nicholas Owen

Education in the Third World. Edited by Keith Watson. Croom Helm £12.95. 0 7099 2749 5.

This book of ten essays falls into two parts. The first six concern the colonial period, the last four the period since independence, viewed as "neo-colonial". Four focus on education in SE Asia (Malaysia, Vietnam and Fiji) two on the Americas (Latin America and Africa). The rest are general. They include an overview by Keith Watson of each of the two periods in question. The whole collection has a commendable range and balance, in terms not only of history and geography but also of aspects and themes.

But even more commendable is its general stance. In the editor's words, the contributors differ from earlier writers in that they "hold no brief for colonialism; nor have they any anti-colonial axe to grind" like so many recent writers whether from liberal or Marxist stables. Instead they "seek to give a balanced assessment of some colonial policies and practices". For the later period Dudley Hick, writing of Vietnam since independence, questions how much has been achieved by replacing the remote intellectualism of the French and the vulgar sophistry of the Americans by a political philosophy based on Marxist-Leninism, an outdated nineteenth-century

which strongly place the novel's cultural context. But it is a surprisingly accessible book, and while it is unmistakably South African in its environment and area of immediate concern, its significance, its themes, and the questions it poses make it highly relevant to our own multi-cultural, multi-ethnic society.

The fact that it is a novel primarily about schoolchildren told articulately through an adolescent's eyes gives the work not only an added poignancy and insight, but provides a strong point of contact for the younger reader.

At the other end of the continent Nafissatou Diallo's short autobiographical novel *A Dakar Childhood* tells in a disarmingly ingenuous way of her memories of childhood and adolescence in Senegal. Nothing could be further removed from Mzamane's Soweto. Growing up at the centre of a large, vibrant and protective Muslim family the central character's experiences are tame by comparison.

Safi's world is a social one, and as might be expected for a girl in traditional Islamic society somewhat sheltered too. The struggles of the Senegalese people against French colonialism – so vividly portrayed in Ousmane's novel *God's Bits of Wood* – do not impinge upon Safi's life. Even independence, achieved when Safi is 19 (1960), receives only a passing mention. Politics is clearly for other people, other nations.

Ms Diallo's concerns are much more personal but she nevertheless evokes a world of vibrancy and energy. She brings powerfully to life a community with a strong and confident sense of its own identity. Her characters inhabit a world of social and moral order informed by simple faith, the virtues of family life, traditional customs and human example. Ms Diallo's childhood eyes are those of the innocent growing up in a caring society, observing, questioning, learning and acquiring the orderly values of that society. Though she describes herself as a "willful" child by nature the novel charts with an apparently artless balance of humour and poignancy her gradual progress from rebelliousness towards adulthood and the assumption of her rightful place in a stable society.

Ostensibly, therefore, it is a case of thesis – antithesis – synthesis. But in fact one cannot help reading these essays as first steps towards a rehabilitation of the colonial achievement. The enterprise is brave and timely, the execution conscientious and even-handed. But will it also be successful? Inevitably much of the detailed discussion has a defensive air. It is often effective in *ad hoc* rebuttal of specific charges. But it suffers from the lack of any architectonic theory to set against such a theory, the authors might have strengthened their case by more – and more explicit – use of two basic principles of argument.

The first is the distinction between intention and result, the distinction that is often obscured in this sort of context by the sociologists' use of "function". Even Watson, who is usually alert to the trap, falls in one place into the trap. "In Francophone and Anglophone Africa virtually all books are published in French and English, yet between 80 per cent and 95 per cent of the population are illiterate in these languages. The result is that the vast majority of the populations

THIRD WORLD

Bengali tales

Chahl O Sabde A A Ka Kha. By Zeb-un nassa Buksh (1975).

Eso Bangla Porbi Part I. By Zeb-un nassa Buksh (1976).

Kaj Kor Shekhi. By Zeb-un nassa Buksh (1982).

Galpo Mala I. By Sophia Rahmana (1982).

Charha Shekhi I. By Anowara Jahan (1982).

Learn Your Language, London.

These five books in Bengali are part of the growing list of reading materials being produced in Britain to cater to the needs of linguistic minority children learning their mother tongue. During the last ten years, mainly as a result of determined community effort and, more recently, through the intervention of EEC funded projects and a handful of i.e.a.s. mother-tongue teaching has been developing in different parts of the country. Pioneered by the Polish refugees just after the War the present interest in maintaining the mother tongue or community language of the ethnic

minorities has been both to preserve cultural identity and to promote a healthy bilingualism.

To learn English as a second language is more efficient when the first language has been well mastered. Hence the need for suitable materials to be used in the voluntary Saturday classes or in the few schools within the formal education system that have introduced mother tongue as part of the normal timetable. Materials from the homelands of these languages might be useful at a more advanced stage of study but for beginners they tend to be difficult. The language is more demanding since they are essentially mother tongue learning systems while here, even though the children might speak these languages in the home, their oral fluency is very restricted and they learn it as an addition to French or German. Moreover, the cultural context of the books is generally too remote for most children born in Britain. South Asian village life is as exotic for them as for their native British peer group.

The Learn Your Language books written and published by Zeb-un-

nassa Buksh and her colleagues, Sophia Rahmana and Anowara Jahan, are the first in a projected reading scheme which the authors hope to extend to the O level. They are anxious to draw upon a multi-cultural background for the content of their stories and to use loan words from English wherever these have become part of Bengali usage here. So *rockets* and *ice-cream*, *buses* and *stations* find their legitimate place in the Bengali sentences. Mrs Buksh's primer which is essentially an introduction to the alphabet is based heavily on the sight and sound principle. While the Bengali lettering by Erad Buksh is bold and attractive the choice of words to illustrate the various sounds is not uniformly successful in fulfilling the aim of the series: "to cater to the needs of the children of the inner city areas of a multiracial society". One cannot see the immediate relevance of an octopus or a betel-nut cutter in the life of a child growing up in Brick Lane or Handsworth. Also the constant inter-mixture of objects and artifacts from several different cultures on the same page and within the same sentence creates a perplexing mélange. A robin sits almost on the banks of a river in East Bengal while silver anklets follow on a packet of cotton wool. The best pieces in the junior reader are well-known extracts from famous writers like Tagore, Atulprasad or Najrul but there are others such as the dialogue between a farmer and a jackal which uses a formal register that is quite out of place in such elementary material.

The book of stories by Sophia Rahmana is a Bengali retelling in simple and pleasing language of two well-known western fairy tales – Goldilocks and the Elves and the Shoemaker. It is a pity that a parallel text in English was not included because such familiar material is ideal for a bilingual approach.

The most successful book is undoubtedly the collection of original children's verse by Anowara Jahan. This talented poet, who writes serious adult poetry reveals a remarkable gift for humour and a delightful use of the inner city in her most successful poems such as *Number Twenty-one Bus* where an old Bengali gentleman has to wait in vain for his bus in the midst of a snowy winter.

Ranjana Ash

Thesis – antithesis – synthesis

Development in the Third World, by Michael Morrissh (OUP £3.75) is a well designed and intelligently written textbook for O level and CSE geography examinations. The author's systematic approach is fleshed out with regional examples and exercises to illustrate the central ideas. Morrissh warns teachers to be on guard against Euro-centric thinking, and stresses the relevance of development issues to the lives of ordinary people. Two useful books come from the Hutchinson University Library: *Rural Development: Theories of Peasant Economy and Agrarian Change*, edited by John Harris (£5.50); *Michael Chisholm's Modern World Development* (£4.95).

John Dancy

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RESOURCES

Computer primer

Jaquetta Megarry reviews the pack produced by the Microelectronics Education Programme to introduce primary teachers to microcomputers

Microprimer is an exciting pack of training materials to introduce primary teachers to microcomputers and their implications for education. Designed by Microelectronics Education Programme (MEP) with joint funding from the DES and DoI, the pack is distributed by Tecmedia who also produce the INPUT packs for secondary teachers. (Reviewed in the TES of 23.7.82).

The choice of a distance-learning format was dictated by the large numbers involved: resources and expertise do not exist to train teachers in 27,000 primary schools by any other means. The self-paced and flexibility of this style of learning can be valuable to adult learners whose levels of previous experience and pace of learning vary so much, though there will always be times when there is no substitute for help on the spot.

The pack is produced in three versions. Each has in common a self-study text as its backbone, with flesh provided by case study material (on audio cassette) and a book of background readings. In addition, produced in three versions specific to each machine (BBC Micro, Spectrum and RML 486Z), there are computer software packs (which will be reviewed next week) and easelformat

beginner's guides.

The easels resemble those included in the INPUT packs, and contain a revised version of the system; this time it is followed by a new set of activities which give a gentle introduction to programming through the useful process of adapting well-chosen examples.

Daniel Chandler's study text is clearly organized and well-presented, taking little for granted. It is intelligible to complete novices and wisely avoids the common error of assuming that they are as well-disposed to computers as he is. After a simple introduction to the hardware, he discusses the social implications of the new technology, and introduces the main theoretical models in educational computing. After looking at the roles played by the computer in the primary classroom, there are excellent sections on managing the micro and its effects on the teacher's role. The text is rounded off by a look at the future, a short reference list, a poor index and a good glossary.

The text is simply written. Doubtless some will object to its very simplicity; the red traffic-sign pictograms bearing exclamation marks and dubious messages signal the

dangers of oversimplification; it is all too easy to sound authoritarian or patronizing when teaching at a distance. "REMEMBER: computers can't solve problems" is surely open to question in a world where computers have proved theorems and allowed the severely disabled to write. "REMEMBER: we need to develop positive attitudes to unstructured leisure time" sound positively Orwellian.

However, anyone who has wrestled with previous so-called "new-comers" instructions may welcome this lack of pretension. And few could fail to appreciate Chandler's attractive style - especially in a field where so many authors are willfully obscure and clumsy. Light relief is provided by cartoons, illustrations and poetry - notably a delightful send-up of *Naming of Parts*.

The suggestions for review and follow-up activity vary in their usefulness, and in some cases, no attempt is made to provide feedback on them. Overall, however, the limitations of this material mostly derive from the great diversity of the readership at which it is aimed, and the lack of predictable tutorial back-up of the kind which OU students enjoy. It represents a major achievement in an area where it is

badly needed.

The background reader covers a wide-ranging and thought-provoking cross-section of recent articles and book extracts grouped into three sections. The first contains classic excerpts on the theme of social implications: Peter Large's concise and compelling vision of the future, and Gosling's elegant Kingdom of Sand. The third section also contains some nuggets: Mike Thorne's analysis of essentials in Real Computer Studies and Seymour Papert's subversive essay on Tomorrow's Classrooms (reprinted from the TES of 5.3.82).

The classroom case studies presented on audio cassettes are perhaps the least satisfactory elements in the pack. Painting a portrait of a living classroom in sound alone is a difficult art, and to my ear the first two tapes were pedestrian near-misses. Why have teacher after teacher saying how enjoyable the pupils find the computer, when the pupils - who are heard only as background noise until halfway through tape 2 - could say it with so much more impact and freshness?

However, things come to life in the second cassette which covers the use of an archaeological simulation and LOGO. The final tape covers

the essential management aspects and - despite a lengthy hourly on plugs and sockets (surely better covered in the text than on tape?) - provides a marvellous case study at its end. There is a slightly paradoxical quality about the tapes which stands in marked contrast to the ready exportability of the rest of the pack to other English-speaking countries.

Indeed, many elements of this pack will find a ready market outside the "target population" of primary teachers. Small businesses embarking on any of the three machines will seize upon the help available through self-study of the text and easels, for example. If the DoI and DES moves quickly to help Tecmedia develop the non-subsidized market for their materials, they could make a significant contribution to our balance of payments.

The materials are available free to schools which buy computers under the DoI micro-in-primary-schools scheme. Information on prices to other institutions can be obtained from: Tecmedia, 5 Granby Street, Loughborough, Leics. LE11 3JH. Tel: 0509 230248.

Next week on the TES's new computer software page Jaquetta Megarry reviews the programs which are part of the Microprimer pack.

Stuck down

by Nick Thomas

Solvent Abuse Information pack. Merseyside Youth Association, 88 Sefton Road, Liverpool L6 3AF. £2, plus 25p postage. Ten or more copies, £1.50 each.

This pack, for those not at fault with current terminology, is about glue sniffing. It is aimed at youth workers, teachers, and other adults working with young people. It seems most useful for the least professional end of the spectrum - the approach is simple, untechnical, and concerned primarily to move awareness forward from the tabloid press version of sniffing.

There are 12 A5 sheets of thin card in the pack, each with a title and drawing on one side and a short text on the other, except for the one

that contains only index and acknowledgements. This is an extremely expensive way to convey information, and the pack is wildly overpriced for what it contains.

Solvent Abuse certainly answers the primary questions: who uses solvents, what the effects are, the dangers of glue sniffing, how to recognize it, and so on. It is perhaps less successful in giving advice on coping with a sniffing addict. "Approach him with a firm and caring manner... advise on diet, hygiene, breathing exercises and try to increase self-esteem".

This is clearly not enough, for practical purposes. But the pack does offer important basic information which is hard to get, and which is usually obscured by horror stories. "While making it clear what a nasty and frightening phenomenon glue sniffing can be, the sober truthfulness of *Solvent Abuse* may be, for many worried adults, in the best sense reassuring.

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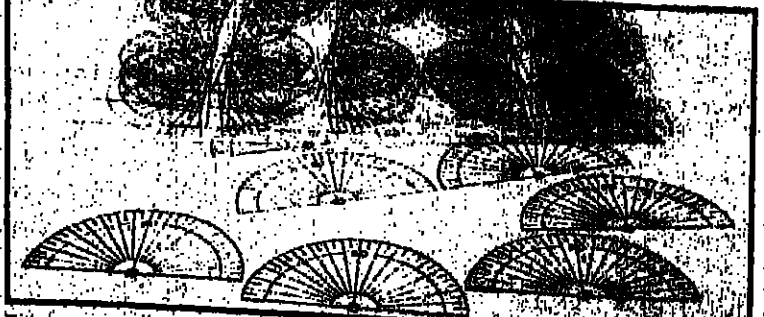
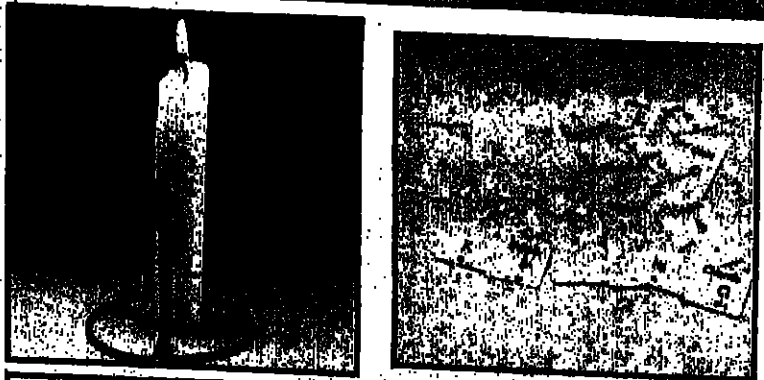
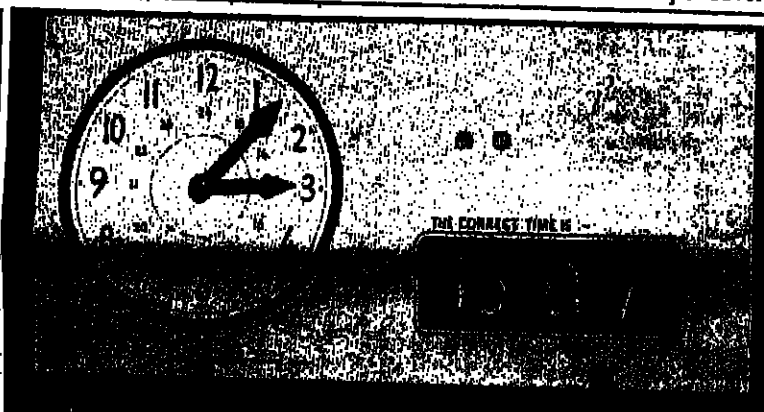
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Four entries in the 1981 Brainwave competition appear this year in Hestair Hope's educational equipment catalogue. The competition, which is organized by the TES and Hestair Hope, asks teachers to submit ideas for aids in the classroom. Hestair Hope undertakes to market those items which they consider have commercial value - not necessarily the winners. The inventors receive negotiated royalties.

"The Digital Clock" (top) has been designed to explain the correlation between traditional time keeping and digital clocks. By turning the wheels of the clock, the time is changed and the digital display shows the corresponding time. The chemical formulae (middle right) demonstrate how elements combine to form compounds of atoms, ions or molecules. The pieces have been made from plastic.

The Clock Holder solves the problem of providing a safe source of heat for science lessons. The Acetic Teaching Protractor simplifies the early stages of understanding the measurement of angles. The markings on the protractor are limited to a 5° divisions with only the 90° position labelled. By the number of degrees for each angle, the device encourages children to count. The markings on the protractor are printed on clear plastic sheets which can be written on and each sheet contains 25 protractor

Language in science

Language in Chemistry. £1.50. Additional materials. 75p. Produced by the Scottish Curriculum Development Service and obtainable from: Dundee Centre, College of Education, Gordale Road, Dundee DD5 1NY.

This pack consists of seven seminar papers, some of which are supported by additional material, and is designed as a framework for discussion of language development with science departments. The papers are clear, and concise, and they seek to raise questions rather than to provide instruction. Moreover, since conflicting opinions on particular aspects of language are often presented within the same paper, difficult and often unresolved questions can be discussed.

The professional quality of the papers stems from their consistent use of detailed evidence and logical analysis. Reading, for example, is examined under eight carefully differentiated headings, each of which takes us beyond the simple notions of "readability" and "readability" to consider how reading can best be used and presented in a scientific context. Topics covered include using textbooks effectively, reading beyond the textbook, assessing the difficulty of texts, vocabulary, higher order reading skills, and the use and abuse of worksheets.

The treatment of spoken language and writing is sensitive. The papers on writing include a small but significant improvement in current terminology. The Schools Council's categories of "expressive, poetic and transactional" writing have been replaced by "drawing attention to themselves" rather than to writing, and the last of them is unmitigated jargon.

These papers have been produced by a joint working party of the Scottish Central Committee on Science and the Scottish Certificate of Education Examining Board. This is an indication of the increased understanding of language among scientists and should help establish its relevance to the work of a broad range of pupils, including the most able. The two packs are a valuable contribution in one of the most difficult areas of education.

John Ball

RESOURCES

Verdict of insanity?

by Gorman Stafford

The Kaiser's Germany 1890-1918. Dr David Blackburn and Professor John Röhl. One hour discussion. Available on reel, £9.75 plus VAT; or cassette, £9 plus VAT, with accompanying booklet. Sussex Publications Ltd, Poulshot, Devizes, Wiltshire SN10 1BR.

William II and the internal politics of the Second Reich are the subject of this discussion between Dr David Blackburn and Professor John Röhl. Though pre-recorded discussions have often been spoiled by poor structure and uncertain ideas of the intended audience, this is certainly not the case here. The impact of the material, important parts of it as yet unpublished, coupled with the easy but controlled nature of the discussion, produce an absorbing and convincing result. This tape represents excellent value for money.

Blackburn and Röhl begin by accounting for the dearth of biographical work on William published in Germany. Recently published correspondence has, however, been directing attention in a dramatic

fashion towards the Kaiser's importance in the policy-making process, and towards the personality of William himself.

The four or five new biographies soon to be available will suggest that he was "narcissistically disturbed" (Thomas Kohut), a "repressed homosexual" (Isabel Hull) or at the very least "not quite sane" (Röhl himself). A verdict of insanity might at least rescue William from further derogatory comment, but whatever view is taken, the extent of the Kaiser's direct influence takes on a new dimension.

Röhl sees the years 1897-1908 as the high point of the Kaiser's influence, with William at the centre of an intricate network of political relationships based on a vastly swollen court bureaucracy. William's determination to introduce a new moral tone at court backfired in the face of the largely suppressed anonymous letter scandal of 1894 and the hugely sensational Eulenburg affair.

Röhl has his own views as to the identity of the anonymous letter writer, and will be telling us in the near future. In the end, the institutional enemies of Kaiserism combined to fuel a general disillusion with Wil-

liam, it not with the monarchical structure itself. Military defeat was to achieve that, and to put paid finally to William's attempt to define a new role for Kaiserism in the form of a "charismatic monarchism".

In a devastating aside Röhl points to the emergence of a racial nationalism at the end of the Kaiser's reign. He cites a chilling extract from a letter written in December 1919. Germany has been, in the Kaiser's word "egged on and misled by the tribe of Judah... let no German ever forget this nor rest until these parasites have been wiped out from German soil and exterminated, this - poisonous mushroom on the German oak tree". The natural extravagance of the Kaiser's language hardly seems enough to let him off the hook on this one.

In the second discussion Blackburn outlines recent research on hitherto neglected areas of Wilhelm's Germany. The emergence of socialist and trade union movements, of agrarian and petty bourgeois organizations, of feminist and peace societies and of radical nationalists, indicated a period of

genuine social and political ferment. This flowering of German popular politics and the response it provoked from political elites, concerned to harness such enthusiasms to their own advantage, encouraged a demagogic and reckless style of politics.

It was a style which an unpredictable and even hysterical Kaiser found little difficulty in adopting. Party leaders sought support from below, but never escaped from a fear of that support. Thus the development of mass politics and the changes it induced in the political style of national leaders becomes one of the important continuities of German history.

In this view the notion of a "deutscher Sonderweg" is a distraction, merely encouraging a further focus of attention upon elite groups.

The structure of this tape allows both Röhl and Blackburn to develop their positions at length. What is in effect two distinct interviews, unobtrusively becomes a discussion. Röhl, if anything, wears the role of questioner less happily.

The most able A level students may be able to take this discussion as an introductory stimulus, a pre-



lude to reading. For most students, mastery of the essential outlines and the existing state of the argument will come first.

Exposure to this kind of material at the right point remains one of the best reminders of what historical discussion and debate can be like. Students are invited to think critically on a broad canvas, to see historical ideas for what they are worth and to seek to place them within the historiography of the period. The limitations imposed by the Wehr school form the natural backdrop to this discussion and are developed in some detail.

Next year's anorexia nervosa?

by David Self

Taking Examinations by Dr Don Davies. Audiocassette, obtainable from Performance Programmes, 16 Priory Road, Malvern, Worcestershire. £10.50 inc VAT and postage.

With increasing pressure to pass examinations and to gain the highest possible grades, "exam anxiety" is no longer just a nervous joke. Last summer saw a number of reports of candidates becoming seriously hyperactive and frenetic or clinically apathetic as the revision season ran its torturing course. Already, exam anxiety shows every sign of becoming next year's anorexia nervosa.

It would be nice therefore to report that this tape guide to *Taking Examinations* brings timely comfort. Its 25 minutes' worth of advice is given by Dr Don Davies, a principal lecturer at Worcester College of Higher Education, who draws on experience gained while reducing

stress in junior lawn tennis competitors.

His helpful advice includes the suggestions that we "attach less importance to examinations", that we take tests we can be sure of passing, and that we will be vulnerable in areas in which we are insufficiently learned.

Dr Davies tells us how to relax, how to reduce anxiety and cope with stress, how to develop confidence and how to increase efficiency (avoid over-tiredness). There is little on the personal organization of study periods or the development of a revision strategy.

Apart from the suggestion that we should persuade other people to take mock exams with us (and get a friend to be the invigilator), there is little about the problems of working to a time limit. Indeed, Dr Davies suggests we practice simply starting exam questions.

Taking Examinations may well help some people to relax (the exer-



cises are excellent in reducing physical tension) and be of comfort to those working on their own; but for many for whom success in an examination is a vital passport to a job or to the next stage of education, it's not really enough to be told that any examination can be taken again.

Preventive medicine

by Nick Thomas

Health Education 13-18. Pack of 19 pamphlets, with introductory handbook. Published for the Schools Council and the Health Education Council by Forbes Publications, Redan House, Redan Place, London W2 4SB. £25. Introductory handbook alone, £2.50.

The product of a five-year research project, involving more than 70 schools and colleges, this pack is successor to the material on health published in 1977: *All About Me* and *Think Well*. The 19 pamphlets, divided into three age-sub-groups from 13-14, 14-16 and over 16, cover a wide range of topics. Each pamphlet can be used independently, but together they offer a comprehensive set of consistent material for health teaching - though they do not in themselves constitute a complete programme.

The pack embodies a widely current rethinking of what is meant by "health" and "health education". It stems from the World Health

Organization's definition of health as "a state of complete physical, mental and social well-being". Carried through, such a definition becomes ludicrous, swallowing up most conceivable human projects, but it certainly represents a useful counterbalance to the older understanding of health as simply what happens when you aren't ill.

In line with this, the pack focuses very much on prevention, on healthy lifestyle, and on avoiding obvious pitfalls such as smoking, bad diet and so on. But beyond this, it also sees relationships and feelings as falling within the category of health. There are pamphlets on social behaviour, on relating in groups, and on making choices about self-presentation and in problematic situations. Also included are material on sexually transmitted diseases, dental health, road safety, first aid.

Each pamphlet has a different number of pages to be reproduced and distributed for student work. These are preceded by an explanation of the producers' goals, and suggestions for use which go into

considerable and at times excessive detail.

There is a tremendous weight of theory and technicality attached to the pack. This is particularly true of the handbook, which makes very heavy weather of some quite simple issues about how to integrate health education into the curriculum. It is the meeting of two stars of creeping over-professionalization: health teaching, and curriculum management itself.

But however irritating, and at times fatuous, the superstructure may be, the material itself is straightforward, sensible and useful. One may question the too easy identification of emotional and relationship issues as matters of "health" in any meaningful sense - "mental hygiene", perhaps? - It is good that these areas are being seen as important, and as contributing to health problems; but being happy is not like brushing your teeth: between mental and physical health, the pack is, undoubtedly, the best available, basic for teaching teenagers about health.

Lebanese realities

by Martin Goldsmith

Living in Lebanon. Unicef Development Kit No 12. Unicef.

The most recent of the Lebanon's disastrous conflicts will have made an impact on many children. *Living in Lebanon*, meant primarily for 9 to 14-year-olds, looks not only at the roots of these conflicts and at the efforts to reconstruct the nation which have now suffered such a dreadful setback, but also at the culture and life of the Lebanon, the three-dimensional reality behind newspaper and television pictures.

The kit can be used as a basis for discussion of civil wars around the world - Northern Ireland, Cyprus, Vietnam, Kampuchea - and of what it is like to grow up in such an environment. It is also a resource for teaching about relief organizations, and more generally, a fine source of material on Arab culture and religion. Background information is included on the geography and material resources of the country.

Central to the material is Nabli, a real boy growing up in the coastal village of Rmelieh which was largely destroyed in the fighting. Twenty-eight colour slides show Nabli, his family and surroundings, and aspects of everyday life in the Lebanon. These are explained by a first-person commentary.

The rest of *Living in Lebanon* is background, addressed to the teacher for translation into a suitable form for the class, on the geography, history, religion, politics, culture and daily life of the country. It is in four separate sections: one on "Lebanon Past and Present", one with a suggested structure and discussion points for group work; one with five "features" on wider but relevant issues - "Arms or development?", relief work, education and literacy, for example; and one consisting of appendices on cultural aspects like food, music, games, proverbs ("three things cannot be kept secret: love, pregnancy, and riding a camel").

All in all, *Living in Lebanon* offers a helpful means of exploring the reality behind the horror headlines. In some ways it may deepen the shock, by making the victims into actual people. But equally, it conveys the resilience, endurance and vitality of an ancient and complex nation.

CORRECT ANSWERS MAKE A DESIGN.



Puzzles in style

Colouring Puzzles. Spiritmasters, Books 1-4. By Ron Kremer. Addison Wesley. £9.95.

Colouring Puzzles consists of four sets of spirit duplicator masters, each with 24 sheets. The intention is to provide the teacher with a resource for giving pupils extra practice in arithmetic.

Though the materials contain routine computational practice, they are organized in an unusual and interesting way. Each sheet contains 16 sums arranged in a 4 x 4 grid. Pupils have to shade in each square of the grid following a procedure based on their answers. If all the calculations have been carried out correctly, the shading will form a pattern.

This enables the teacher to check the pupils' work quickly. It also provides the pupils with immediate feedback. Feedback for the pupil is very helpful since it encourages children to spot their own mistakes. However, it does mean that the teacher will not always be able to see the details of mistakes made. But this is, of course, the case for any system in which children check their own work.

On some pages it is possible to produce a pattern even if some answers are wrong. This can happen where the pupil has to shade one way if the answer is odd, and another if the answer is even. On such sheets the spiritmaster is marked to draw the teacher's attention to the need to check the answers carefully.

The material is clearly organized. There is one set of masters for each of the four basic functions and within each set, the sheets are carefully graded in difficulty.

Colouring Puzzles uses its novel style to provide an extra technique for practice exercises. It is easy to use alongside the teacher's existing materials, and is reasonably cheap.

Andrew Rothery

ENDPAGE

Multi-layered portrait

James Joyce. By Richard Ellmann. Oxford University Press £25.00. 0 19 503103 2.

It is, I suppose, understandable that some quizzical eyebrows should be raised over the award of this year's Duff Cooper Memorial Prize to "Ellmann's Joyce". It's not because Professor Ellmann was himself recently a judge for this award, nor yet because the prize goes only rarely to books that originated and have been printed in the United States. It is rather that, for the first time in its 27-year history, the award has been given not to a new book or a new collection of poetry but to the updating of a work which is already acclaimed in some quarters as a classic. Was there nothing in British biography, history, poetry this last couple of years (or French) to compete with the refinements, the qualifications, the expansions that Professor Ellmann has now built into his already imposing edifice?

For surely no detractor would cavil at the stature of this biography alongside the often flimsy or partial memoirs that are attached to those who "made it new". When Ellmann laid the book's foundations in the forties he saw the need to gather as much first-hand evidence as possible about Joyce's life, before the witnesses died or the documents as their way - disappeared. The result was a biographical record of immense proportions which the author skillfully organized so that the many and subtle links between "life" and "works" became manifest, while at

the same time the reader was left in horrified wonder at the ramifying contradictions of bold, reluctant, enclaving, infuriating, tragic, comic Stephen James Hero.

This portrait of the artist in multiple layers retains all its original character in the new edition, which was published for last year's Joyce centenary. The work that has been done on it is multifarious, varying from the correction of minor errors to the insertion of paragraphs or pages of new information, but all this serves simply to reinforce rather than to heighten or modify the impact of the first edition.

The book remains a joyous exploration, whose overriding objectivity is still only lightly encroached upon by Professor Ellmann's affectionate irony. By the same token though, the bulkiness of its facts has prevented much increase in the attention given to some crucial features. How, in practical terms, did all that work in progress go forward through the bewildering tangles of one lot of rented rooms to another? What were the activities of characters surrounding the leading players? Major figures - even long-suffering Nora - still inexplicably disappear from view at times when we long to know more about them. Snail-track notes point uncertainly to further knowledge. *James Joyce* is indeed a classic, but its 887 pages (superbly indexed by Mary Reynolds) continue to fascinate as much for what they do not say as for what they do.

Brian Alderson

Elizabethan virtues

The Literary Language of Shakespeare. By S S Hussey. Longman £4.95. 582 49228 9. Shakespeare's Sonnets. By Kenneth Muir. Unwin Critical Library £4.50. 04 821055 2.

Most books on Shakespeare aimed at students and teachers make a polite nod in the direction of the "general reader". The general reader's point of view is put succinctly by my 16-year-old niece in America: she asks if there is a book on Shakespeare.

For High School students who want to grasp it more, rather than run away because of the Old English. My friends and I liked *Macbeth*, but we studied it in a technical way rather than enjoying the drama. A disadvantage was that the teacher whipped through it in two weeks. Anything you can give us or tell me would be greatly appreciated.

Both the books under review, written by professors for college students, would be too difficult for her. Indeed, they would be stiff going for anybody who did not know Shakespeare pretty thoroughly already.

Professor Hussey's is informative and refreshing: he argues, for exam-

ple, that the word "swagger" was a neologism in Shakespeare's day and neologisms are using the word without understanding it. He reminds us that Elizabethan theories of composition were not ours, and that Shakespeare's contemporaries saw no virtue in plain style. And while Professor Muir's treatment of Shakespeare's use of "you" and "thou" is sketchy, Professor Hussey has a succinct treatment of "Ye", "You" and "Thou" which is recommended.

The strength of both these books is their setting in historical context, with well-chosen examples from among Shakespeare's contemporaries. Professor Hussey's book shows signs of rigorous editorial pruning, which leads at times to lack of clarity: writing of the Elizabethan use of the auxiliary "do", he writes: "It had lost another, earlier use of *do*, the Middle English causative, corresponding to *have* or *get* in present English (I had my house painted, I got my car repaired)".

Here I would have preferred an example of Elizabethan or even Middle English usage. Similarly, he writes that *eat* and *ate* sound alike in sixteenth-century pronunciation, so the Authorized Version uses "did eat". If they sounded alike, I should like to know how they were pronounced: *et*? *eight*? (as in Cock-

ney to this day?)

When Maria in *Twelfth Night* says "Go shake your ears!" Professor Hussey glosses her *not* as "oh shut up". Well, yes, but isn't she shut up? When Professor Hussey writes of the phrase "nume and fame" as rhyming slang, one is forced to comment that it is not rhyming slang (like "apples and pears" for stairs) or even slang at all: it is a colloquial rhyming phrase, something quite different.

These are, however, small blemishes on an interesting and original book, which is scholarly without being technical. Its bibliography is going to last me a long time. Professor Muir's book now appears in paperback. One wonders how anybody can find new things to say about the sonnets: but Professor Muir's approach is wise and humane, and summarizes with a pleasing modesty the state of real knowledge as against wild speculations about the Dark Lady. Surprisingly, he seems unaware of Claire Campbell's theory that the numbering of the sonnets went awry because of careless binding and argues for the conventional order which provides, as he says, contrasts of mood.

Valerie Grosvenor Myer

Conjecture is inevitable

Elizabethan Popular Theatre: Plays in Performance. By Michael Hattaway. Routledge & Kegan Paul £14.95. 0 7100 9052 8. Aspects of 'King Lear'. Edited by Kenneth Muir and Stanley Wells. Cambridge £16.00. 0 521 24604 0. £5.50. 28813 4.

The dominant trend in twentieth century criticism of Elizabethan drama in general and Shakespeare in particular has undoubtedly been the restoration of the dramatist to his rightful place - in the theatre; a trend that has received renewed impetus from the presence of two permanent companies in London, the RSC and the National. Drama is character in action, but excessive emphasis on character study has turned plays into narratives to be read and pondered rather than acted and applauded on the stage where alone their full potential can be realized.

Any book, therefore, which throws new light on the original production of such plays, or synthesizes knowledge hitherto unavailable in a single volume, merits the welcome accorded to Michael Hattaway's *Elizabethan Popular Theatre*.

(For "Popular" read "Public" in contrast to performances at Court, in private houses, University Halls, etc.)

The first part of this book, "The Idea of the Elizabethan Theatre," has chapters on "Playhouses and Stages", "Performances", and "Players and Plays". Based on this historical survey, the second part consists of a close study of five plays known to have been popular in the 1590s. *The Spanish Tragedy*, *Mucedorus*, *Edward III*, *Dr Faustus* and *Titus Andronicus*, and attempts to ascertain as far as possible how they might have been originally presented.

Factual certainties about the Elizabethan Theatre are minimal: for the interiors little beyond those derived from De Witt's 1596 sketch of the Swan - itself needing expert interpretation; and the original impetus for the construction of the Fortune, for their external appearance we have several engravings, and J. Sturgeson on 1st volume among the splendid photographs here. All else that we "know" about structure, performances, costumes, stage properties (more plentiful than long supposed - including an intriguing "hole to creep in and out"), is a compilation born of patient, scrupulous research into innumerable texts (especially their stage directions), theatrical account books, lists of properties, etc. and intelligent guesswork. The quality of the end-product depends on the proportion of research to guesswork, and the emphasis laid on "scrupulous", "logical", and "intelligent". Respectively the phrase "may have been" recurs, and it is right and honest it should. There is no escaping the part conjecture must play in building up the pattern; but it must be conjectured not only on strict integrity, but on a deep knowledge and understanding of the everyday life and culture of the times.

Aspects of 'King Lear' is a printed selection from the *Shakespeare Survey* over 30 years. Each volume is devoted to a single play, this one compiling a Tragedies. C. R. Hibbard provides a skilful summary of some 60 critical works on *Lear* since 1933, and Kenneth Muir on *King Lear* in the play, and J. Sturgeson on 1st volume. There are eight pages of photographs, but with only 95 pages of reprinted material, the price seems excessive.

Hermann Peschmann

Seen and not heard

Children of the Great Country Houses. By Adeline Hartcup. Sidgwick & Jackson £9.95. 0 283 98826 6.

The idea of being a child during the nineteenth century conjures up such lurid pictures of cruelty, severity, about being seen and not heard, that it is difficult to understand how any child then could have grown up into a sane adult. What effect must the gruesome images of *Strawpeter* have had on impressionable young minds? Accordingly, Adeline Hartcup's engagingly anecdotal book gives a fair number of instances of cruelty by parents or governesses, some of which, from a safe, twentieth-century distance, seem rather amusing. Edith Sitwell, for example, was disliked by her parents because she showed "unwel-

come evidence of brains", and they considered her nose such an unattractive sight that she was forced to wear weights suspended from her forehead at night in an effort to correct it.

That is not to say, of course, that cruelty was universal at that time, but children's chances of happiness were largely determined by the attitude of their parents, for these were far harder to escape from in the days when children of upper-class families seldom went away to school.

Some of these children seem to have been dauntingly precocious: one little prodigy received a copy of Horatius for her fifth birthday and could read it (maybe someone's memory was a bit rose-coloured); another five-year-old, swot could write French and the future Earl of Rosebery was given Macaulay's

Essays to read at the tender age of ten (would he have preferred *Lord Byron*?). Lord Longford, it is a relief to relate, had to be introduced to the "trash" and magazine articles he inclined towards.

Adeline Hartcup views her enormous wealth of material from an enlightened stance, running through the book is a thread of sympathy for the children, but the disturbing contrast with the poor working class families on these estates, while others took their estates, for granted. Satchwell Street, longed to the philanthropic project his four-year-old's social conditions prompted him to invite himself to lunch.

Caroline Mendham

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EXTRA

Literary 'Bummels'

Dudley Wilson explores John Clare country and beyond

"There is a fascination about places associated with writers that has often prompted readers to become pilgrims". So states the preface to that invaluable work *The Oxford Literary Guide to the British Isles*. Stratford-upon-Avon teems with worshippers at the shrines of Shakespeare and some even attend the RSC's stunning performances.

When Cumberland and Westmorland were amalgamated, together with Lancashire north of the sands, into the all too neat sounding county of Cumbria, Wordsworthshire would certainly have been a popular contender for the title. Such a shire would have nicely broken down into districts of Hugh Walpole around Derwentwater, of Norman Nicholson around Duddon Estuary, of Arthur Ransome around Lake Windermere with a parish for Richard Adams' *Plague Dogs* on Conistone Old Man and so on. Jerome K Jerome explains the German "Bummel" delightfully to George and his definition applies admirably to the extension of the holiday idea to a couple of literary inspired travels I especially enjoy.

"Sometimes it is through busy streets, and sometimes through the fields and lanes; sometimes we can be spared for hours, and sometimes for days. We nod and smile to many as we pass; with some we stop and talk awhile; with a few we walk a little way. We have been much interested, and often a little tired. But on the whole we have had a pleasant time, and are sorry when it is over."

No poet in English is more approachable, surely than John Clare. The countryside and villages associated with his life and creative work lie east of the Great North Road (A1) between Peterborough and just north of Stamford. At speed the terrain does not strike motorist or rail traveller as worth a detour, and indeed its chief attraction to me is its gentle, as yet largely unexploited quality. But for seekers after wonders, Peterborough Cathedral with its superb West Front and Burghley House, our grandest Elizabethan mansion crammed with fine furnishings, carvings, paintings, tapestries and Verrio's painted ceilings, are outstanding attractions in the not-to-be-missed category.

Stamford, liberated from main road traffic slavery, is one of the finest stone towns in all Britain. Its medieval churches, All Saints, St George's, St John's, St Martin's and St Mary's bring a noble soaring to the town profile on a gentle hill overlooking river and meadows. Stamford is to stroll in, shop in, stop for a pub lunch in and, not least, to stay in. The George I unhesitatingly select as my ideal base for sallies into Clare country. Watch for surprisingly low bargain rates at

weekends. The town would figure importantly on the John Clare trail should one ever be compiled. Clare walked to Stamford to purchase books, *The Compleat Angler* and *Paradise Lost* for example and subsequently in 1820 John Taylor, cousin of bookseller Ned Drury published Clare's first volume of poetry. His poetry owes much to his experience as a farm labourer, his insights into, and observations of nature and humanity but is far from untutored, drawing as it does on his wide reading. John also was an assistant at Burghley in the gardens of the huge estate. Stamford is surely then county town of any shire devoted to John Clare.

From Stamford I set off along country roads, covering short distances and well suited to leisurely motoring or cycling, to Helpston the village where Clare was born (the thatched cottage birthplace still stand) where he is buried and where stands, at the crossroads opposite the ancient buttermarket, a Victorian memorial with a huge chestnut tree as background. I leave you to discover the charm and Clare connections of Marey, Grinton, Elton and Northborough.

North of Stamford are a further quartet of villages with Clare connections, Great Casterton, Ryhall, Holywell and Pickworth, where the terrain is pleasingly contrasted in its limestone downs and trilling larks with the flatter fields of Helpston.



Mrs Gaskell, circa 1830

elled on Edinburgh, but still delightfully compact, this festival, despite financial insecurities, has succeeded triumphantly. Things snowballed with the restoration of Mackintosh's Opera House and its modest glory rings to fine operatic sound. They opened with Lucia in a festival strung on a Sir Walter Scott theme. Shakespeare followed, two operas this time *Beatrice and Benedict* together with Gounod's *Romeo and Juliet*. The 1982 highlight was in Kodaly's centenary year, *Hary Janos*, cimbaloms and all. Buxton at festival time makes a marvellous base for concerts, operas, theatre and exhibitions interspersed with fine rambles in the surrounding hills and dales. David and Janet Eaton's Thorn Hayes Private Hotel with decent English cooking and a good selection of English wines to accompany is a sound recommendation for your Buxton stay. It figures in Mike Stone's *Good Room Guide* which I find reliable. Culturally refuelled it is time to descend from such heights for more literary bummelling in Cheshire. This is Lewis Carroll country, he was born at Daresbury and 1982 was an anniversary year, and children will peer for grinning cats in bush or hedgerow. More satisfying, is the quest for Mrs Gaskell links.

Knutsford was the model for Cranford and today retains many picturesque features and an atmosphere little changed in essence. The health miraculously survives and the authoress was brought up by her aunt at Heath House. Mrs Gaskell is buried in the churchyard of Knutsford's very attractive, old Unitarian Chapel. The town's main curiosities are the buildings of Richard Harding Watts whose King's Coffee House commemorates Mrs Gaskell in some what Moorish style is a widely enjoyed. Inside, it is a famous restaurant these days. Art Nouveau with dashes of Arts and Crafts, elegant and it is not difficult to imagine John Galsworthy seated in such surroundings and indeed he did frequent the place. Such elegance has reached wider audiences recently through television exposure as a setting for a major serial.

Tatton, deer park, great house and lake, is the main draw and Knutsford's principal street leads to the park gates. My most treasured discovery is the original of Hope Farm which figures in *Cousin Phillis*. In the story a pub landlord instructs Paul Manning to carry his eye "over you bed of hollyhocks, over the daisy trees in the orchard yonder, you may see a stack of queer-like stone chimneys." Then it is Hope Farm chimneys. I looked and saw as Paul did and Mrs Gaskell gives a detailed description of the grassy lane, railing and pillars topped with stone balls for the grand entrance which nervous Paul notices switching at roadside weeds as he strolled before he encounters Phillis in her plume. As Harris said of the Bummel: "I shall be glad to get back, and yet I am sorry it is over, if you understand me."



John Clare's cottage at Helpston



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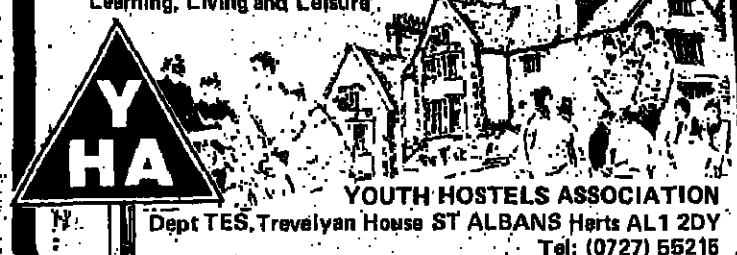
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EXTRA

At Aggalia's house

Mary Adams on villa holidays in Crete

Mary Stewart's hero in "The Moonspinners" was just the last straw ("he was young, dark-haired and blue-eyed... with a fair amount of physical strength"). Or maybe it was Zeus - being born there, in a cave in the White Mountains. I've always had a soft spot for him. Anyway, I finally decided. I had to go to Crete.

How to do it was quite another matter. It was already almost April, and the brochures suggested that May was one of the best times to go. I'm not one for over-much heat or too many people, and the spring flowers were not to be missed. Also, I wanted to take my teenage daughter with me. So that meant choosing a holiday quickly. We did not want the formality of an hotel, but neither did we welcome the idea of rucksacks and baked beans.

About that time we came upon Just Villas, a branch of Beyond Travel Ltd of Stratford on Avon. A quick phone call produced a friendly and helpful response. There was little time to spare, so we decided to commit ourselves. Just Villas specialized in villa holidays of all sorts and sizes, concentrating on good sites, comfortable accommodation and friendly service; so they said. Well, we shall see.

We left Gatwick in a May heat-wave and arrived at Heraklion in cold, wind and rain. Perhaps Zeus was having a rough patch. An essential to any holiday in Crete is a hired car. After a slow and nervous start, we made a slow and nervous journey to our villa.

Kritsa is a small mountain village in the Aghios Nikolaos region of Crete. The combination of an unfamiliar car, the "wrong" side of the road, and two tired travellers, did not make for a speedy journey. Darkness was almost upon us as we arrived in Kritsa where we were to stay in a villa called Aggalia's House. The narrow cobbled street was not wide enough for parking so left our car at the bottom of the hill. No sooner had we stopped, than a small, black-clad, sprightly figure appeared out of the gloom telling us how welcome we were. Shouldering our cases she set off up the hill at a brisk pace with us in hot pursuit.

Aggalia's House turned out to be delightful with flowers everywhere; bougainvillea, vines and assorted brightly coloured succulents thrived in pots on the verandah. And after the best moussaka I've ever tasted and a bottle of full-bodied local wine, we unpacked the bare necessities and literally fell into our comfortable beds.

The weather remained obstinately un-Greek - the locals said it was the worst May weather in living memory - yet our stay in Kritsa was unforgettable. Mme Aggalia cooked us superb dinners. We sampled kid delicately sautéed with artichokes in a creamy lemon sauce, chicken with okra, tomatoes, oregano and other local herbs, and more delights such as the traditional stuffed vine leaves.

This wonderful lady also arranged a trip up into the mountains surrounding Kritsa accompanied by a donkey and vigorous rain squall, the



precursor, it turned out, of the wildest Spring storm experienced for 30 years. Yet it didn't seem to matter too much. Aggalia's welcome and her continuing warmth epitomized Cretan hospitality at its best and will remain a happy memory.

We were curious about the other Just Villas houses and their representative in Aghios Nikolaos took the time and trouble to let us see for ourselves. All those we saw were carefully chosen, well sited and generously equipped. Particularly engaging to us was the Stone House, reached along a narrow track linked with orange and lemon groves.

One of the highlights of our stay at the Eastern end of Crete was our visit to the windmill-studded Plain of Lassithi. The plain itself, although an amazing sight, is almost surpassed by the beauty of the drive up wildly curving narrow roads carved out of the mountain-side. We took an unusual photograph of some

mountain goats climbing a fig tree - yes, actually climbing it!

Another experience was a visit to the ruined Minoan settlement of Lato. The first part of the experience was the drive: certainly not the right way to treat a car. The three kilometre climb from Kritsa is along a very rough, boulder strewn track which must have done dreadful things to the suspension. But Lato was a sight not to be missed and to us, far more impressive and wildly beautiful than the better known and more popular sites at Knossos and Phaestos. The ruins are set near the top of a mountain on a plateau ringed with almond, orange and lemon groves. The clouds were so near and so white against the deep blue of the sky that they almost seemed to enclose the plateau. The site was deserted and we could experience the timelessness and eternity in peace.

Certainly of all the Just Villas houses at this end of the island, we

found Aggalia's in Kritsa to be a wonderful choice: not only because of its setting in this pretty village but for the warmth, hospitality and outstanding culinary skills of Mme Aggalia herself. However, if solitude, sea-bathing and boating were to be a priority, the Stone House would be ideal. But a car is essential for a comfortable stay at either of these places.

After a fond farewell, we set forth for the second of our locations, the Domenico Pension at the Western end of the island, in the town of Chania. We drove to Rethymno and stopped for a superb lunch at one of its famous fish taverns surrounding the harbour. Baby squid followed by delicious sword-fish steak was accompanied by a local salad of cucumber, tomatoes and onions with a topping of goats' milk cheese. When we were fit to travel, we continued our journey along the pleasant New Road to Chania. *continued*

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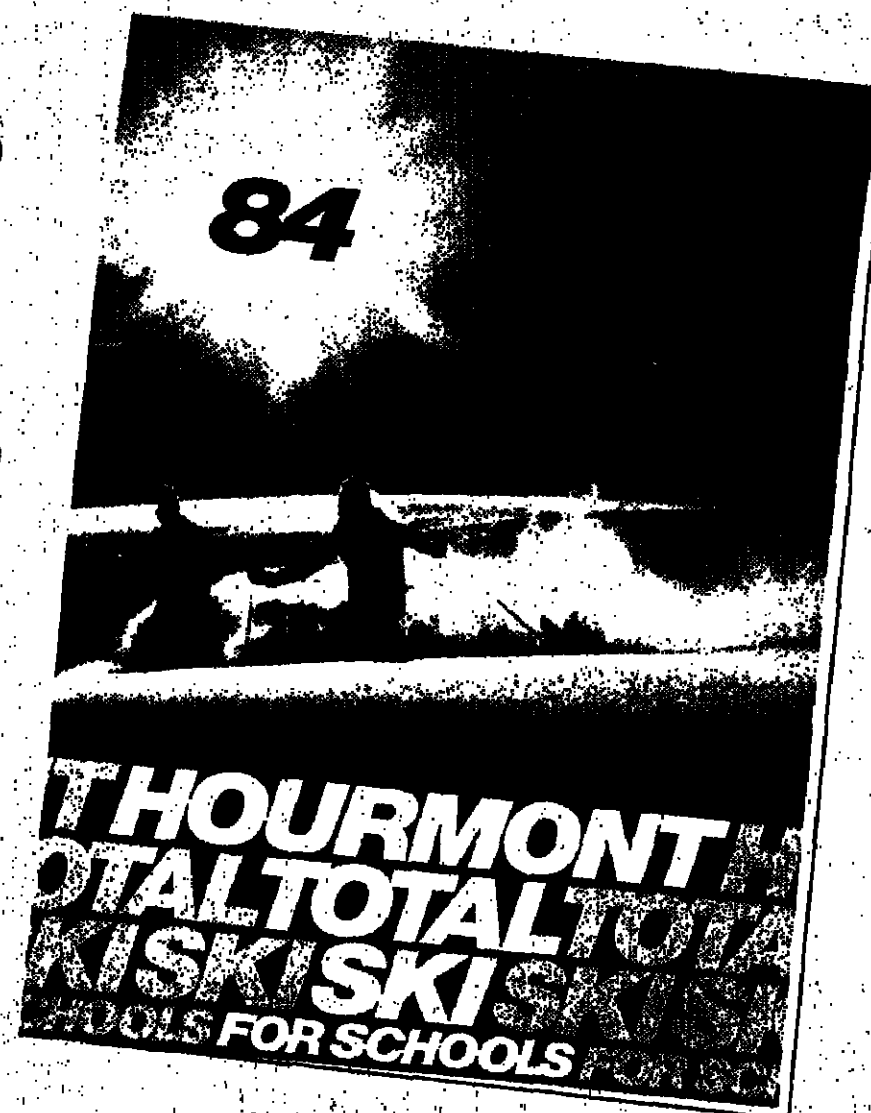
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A book in the bag

Reviews by Robin Mead

Travel books always remind me of the old question: "Which came first, the chicken or the egg?" - for as holiday destinations grow more exotic, so does the available reading list. But one is never sure quite whether the author came first (if so, where were the travellers to read his book?), or the travellers (in which case, surely the author is competing with lots of other authors).

The question may not have quite the evolutionary significance of the "chicken or egg" riddle, but it is highly relevant to the economics of the publishing industry. Travel books have their armchair readers, content only to daydream, of course; but the readers who make a book profitable are the ones who pack it for their trip along with the swimsuits and sunglasses.

That being the case, the first duty of a guide book is to be competitive and offer guidance: on what to do, what to see, what to buy, where to stay, what to eat. And two women who have fulfilled that duty quite admirably in the recent past are authors Carole Chester and Patricia Fenn.

In each case, the author is filling a glaring gap in the guide book market - and therefore writing for holidaymakers *in situ*. Patricia Fenn's subject is the French Channel ports of Calais, Le Havre and Cherbourg, much beloved of duty-free hunting day-trippers; and Carole Chester's subject is Florida - a holiday destination which has been sadly lacking a good guide for the thousands of Britons who now flock there every year.

The aptly-named *French Entrée* (Quiller Press, £2.95) has been sponsored by Townsend Thoresen - by far the liveliest of the cross-Channel car ferry operators. Townsend Thoresen knew what they were doing, for Patricia Fenn's lively and detailed guide will undoubtedly help to boost custom. A spot of Christmas shopping in out-price Calais? A meal afterwards? Staying on for the weekend? Then take Patricia Fenn as your guide, and you will be in the hands of an expert.

Much the same applies to Carole Chester, whose *Florida* (Batsford, £7.95) is an exhaustive yet entertaining and occasionally outspoken guide to America's self-proclaimed "Sunshine State" and its multitude of tourist attractions. Miss Chester does read like a travel brochure at times, but that is not surprising with such a large area to cover and her book is enlivened with personal opinions and anecdotes which underline her expertise.

Miss Chester's book will, I am sure, be read by a lot of people. I am less sure about Batsford's two parallel publications: *Macedonian Greece*, by John Crossland and Diana Constance (£8.95); and *China*, by Pamela Youde (£8.95).

Do not misunderstand me: both are very attractive, informative, and well-written books. But neither is likely to appeal to a mass market.

Tourism in China is still in its infancy, so Pamela Youde's informative book is unlikely to find its way into too many suitcases anyway. Just as well, perhaps, for while it is long on history, culture and descriptive material, it is short on practical information (a mere eight pages out of 176); and one might think that practical information was what the tourist to China needed above all else.

The tourist in northern Greece is a different matter: he is likely to have been to the country before (few first-timers would head for Macedonia), and to be in search of something more substantial than sunshine. If this is the case, he will greatly enjoy the company of John Crossland and Diana Constance - a couple with a deep love of the country and its history, archaeology and art, as well as its countryside.

John Crossland is a highly readable historian, and if he and Miss Constance occasionally hurry through some resort area or other as if they cannot wait to reach the next archaeological treasure-house - well, their enthusiasm is contagious and it is a pleasure to travel with them. But I still would not put their book in my luggage.

The things which people do put in their baggage continues to surprise me year after year. Blue Guides are immensely popular and unfailingly informative, but their image is beginning to date a bit. So it is nice to see the practical hints increasing in their latest offerings, *The Blue Guide to Florence*, by Alan (Ernest Benn) and *The Blue Guide to Southern Italy*, by Paul Blanchard. Cathedral ground plans still flourish too - but then they are almost as much a trademark as the book's blue covers, I suppose.

Most innovative travel book of the year is probably the first offering in the new Fisher Annotated Travel Guides series *Japan* by Robert C. Fisher (Fisher Travel Guides, £4.95). Mr Fisher uses the wide margins of his very comprehensive guide to add what look like handwritten comments to what he has written before (ie: "Close to station" next to an hotel entry). This makes his book even more informative... but it does not leave much room for the customer to write his own comments. Still, it is a fun idea.

Best fun idea of the year, however, is a glossy promotional leaflet promoting *The Macmillan and Gill Ski Guide 1983*, a hefty "complete guide to skiing" costing a hefty £7.95 and published by Macmillan. In this some "top ski journalists" - Nigel Lloyd, Geoff Mills, Rob Neill, Paul Hughes, Trevor Webster, and Malcolm Severs - heap praise on the book. "Just what skiers want," "Brings the ski scene alive," "Should find a place on every skier's bookshelf," they bellow.

Gosh, they certainly sold me on it. I turned to the book with eager anticipation. Who could have written such a paragon of a guide book? My fingers fumbled for the page listing the contributors. Ah, yes, there it was: Nigel Lloyd, Geoff Mills, Robin Hunter-Neillands, Paul Hughes, Trevor Webster, Malcolm Severs...
That's odd. Where have I heard those names before?



The waterfront at Chania

At Aggalia's house
continued

Domenico Pension is a stone-flagged, narrow house in the old part of the town; very comfortably furnished with pine fittings and colourful Greek rugs on the floors. We had a twin bedroom with private bathroom. On the top floor was a delightful roof-terrace with easy chairs where one could sun bathe in the day or enjoy an evening drink and watch the lights of the harbour. The two villa agents, Clare and John Lee, joined us for supper on the first evening and were most friendly and helpful.

Surrounding the harbour are many tavernas and we found the food varied and inexpensive. The fish dishes were outstanding and wine (including, of course, Retina) strong and cheap.

By this time, Zeus had finally got Apollo going; the sun beamed down from an unclouded sky 12 hours a

day and the air was like wine. Lazily exploring Chania, we found a beautiful old church where we were lucky enough to see a traditional Cretan wedding. There was an enormous indoor market where any imaginable food or drink could be bought, and a whole street of small shops selling leather goods of all sorts. Handmade sandals at between £2.50 and £3.50 a pair, and bags at around £5.00 were excellent value. Another thing not to miss are the Cretan herbs of which the superb bottled variety are the palest of pale. Oregano, basil, dittany, and various types of Greek "tea" are some of those we brought home.

Our experiences on this lovely island among kindly and courteous people are impossible to catalogue in a short article. We made a breath-taking sea voyage to the foot of the Gorge of Samaria, trod white sands hot to the touch and bathed in clear, azure seas.
A memorable Cretan evening by

courtesy the John and Clare, was a great success. Not a tourist production this, but genuine local pub stuff. Entering in the middle of an engagement party, we were warmly welcome. There was exuberant dancing in traditional costume and, as we joined the long trestle tables, we were plying with wine and local delicacies. Towards the end of the evening, one guest began to overcome that he fired his pistol several times out of the window into the night.

After a last glorious bathe, from which we emerged so reluctantly that we almost missed the plane, we drove to Heraklion for the flight to Gatwick. The customs officer took one horrified look at our trolley piled high with bags of herbs, wine and leatherware, topped with a couple of hand-woven Cretan rugs, closed his eyes, and waved us through.

This was a fine holiday among breathtaking scenery, with good food, wonderful bathing and friendly people. I recommend it strongly.

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EXTRA

TAKING THE GOLDEN TRAIN

Christopher Portway travels Maharajan class through Rajasthan.

The legend of the train, the romance of the one-time railway, lives on; not only lives but is being re-born. In Europe the new Orient Express, of a grandeur we have not seen for decades, reruns part of its old route. And in India - that mecca for all who remember steam or want to know how our railway was - is the wondrous "Palace on Wheels".

Both trains were resurrected in similar manner. But while the new Orient Express follows in the footsteps of a legend, the "Palace" allows the likes of you and me to sample the concept of a "maharajah's royal progress". As the sidings of Europe were scoured for derelict or discarded cars of historic vintage so were the railway sheds and remote railway stations of India. A dozen such cars, once owned or run by deposed maharajahs, were unearthed, rusted and forgotten, these were assembled and painstakingly restored to their former glory. I have had the good fortune to ride both trains but it was a week of living like a maharajah in a land of sheer magic that will the longer remain in my memory. On my first visit to India well over a dozen years ago I saw the country from the suffocating confines of a third class carriage; over the intervening years I came on less arduous assignments but only now was I to travel maharajah class.

The "Palace on Wheels" is not a scheduled train in the sense that it can be boarded by any Tom, Dick or Harry who wants to go from A to B. Far from it. The idea was the brainchild of Indian Railways and the Tourist Department of the state of Rajasthan. There's a shrewd partnership between culture, romance and commerce plus the knowledge that many foreigners, particularly Britons - will go to the ends of the earth to ride a steam train. The fruit of this partnership was a train that has become the most prestigious in the land, taking priority over all others on one of the world's largest rail networks. The steam locomotives are, however, hardly an indulgent concession to the whimsicalities of steam buffs. In India more than half the passenger trains are steam-hauled anyway; but these exquisite monsters are

afire with polished brasswork, shining coats of arms and plates bearing proud names like "Desert Queen" and "Fort of Jodhpur", the aristocrats of engines amid the scruffy, smokebeiged proletariat that are the work-horses of India.

They have chosen Rajasthan for the running of such a "Tourist train" not only because of its proximity to India's capital but, maybe, more for its cultural richness and historic lineage. Home of the Rajputs it is a legendary land of chivalry and knightly prowess and its very name means the "Abode of Kings". Palace and fortress, garden and lake, they speak of love and loyalty, of proud prestige and deeds of derring-do. Rajasthan, as nowhere else in India, has a stirring story indeed writ large upon the embattled walls of its pink, white and yellow cities.

What better way to observe such a spectacle than from a prince - or maharajah - of a train. There are two circuits; a shorter and a longer one. In three days from Delhi you can "do" Jaipur, Bharatpur and Agra. The seven-day progress adds Udaipur, Jaisalmer and Jodhpur. On both, the train becomes your base, a minuscule world from which you can watch the other world, the "real" India, from the genteel protection of insulated comfort. But daily you can emerge from your cocoon to take in the offerings: the palaces and temples of an India from the pages of our history books. Don't we at one time or another dream of being a king?

My coach was inscribed with the motif of the Jaipur State Railway and in its time had borne both the Maharajah of Bikaner in 1898 and, more recently, India's Prime Minister, Mrs Gandhi. Initially I had it all to myself; a large bed in a spacious sleeping compartment with wardrobe and bedside table, bathroom and lounge and two magnificently-attired servants to wait upon. My every command. The whole train - restaurant cars, lounge/observation cars with bar and library, and 11 other coaches - is lined with mahogany wall panels, traditional carpets, cornices and painted ceilings and features with curtains "gold" thread. A brocade headboard watched over my sleep, and tea in a

silver teapot appeared at the push of a bell or at the snap of a finger. Outside, the heavily-shuttered cars were decked out in a dull shade of a desert-yellow that, by a stretch of the imagination, could be described as gold.

Few of us were able to sleep the first night. Indian track is not noted for its smooth running and the welded rails offer a lullaby of "click-click-click" that may be a balm to real train buffs but is irritating to non-believers. Not that I am an unbeliever. More than anyone else I was to be found ensconced happily among the oil and coal-dust of the locomotive cab in company with a crew who, surely, are the salt of the Indian earth.

Our introduction to each Rajasthan city was by way of the platform attentions of a local reception committee. Elephants dressed overall, a walling pipe-band, a choir of trilling schoolgirls, became the standard and, suitably garlanded, we would slink thankfully into the luxury coach waiting to take us round the sights.

Jaipur offered us its *Hawa Mahal* - Palace of the Winds - amid the medieval bedlam of its clogged streets, a city palace perched on high and a lesson on sun-dials at the Jantar Mantar Observatory. For lunch we returned to the train but afternoon tea was taken on a royal terrace, and inner among the floodlit ruins of Nahargarh Fort overlooking the twinkling lights of the spread-eagled city. In between we had taken to an elephant to wind ponderously up the hill to Amber Palace and marvelled at the fountains in the vivid gardens where royal concubines once dallied.

Udaipur revealed more palaces, each one more wondrous in design than the last. Called a "City of Dreams", "City of Sunkiss" and "City of Lakes", Udaipur is the Maharaja's island, the "Sun of the Hindus", his island pads sparkle in poets and pinnacles of coloured glass, of amber and pale jade while the steel-blue waters of the (artificial) lake reflect the white phantom palace floating on its breast. Plenty of good meaty material here for guidebook writers, and as long as you don't look too closely at the lesser residences where 99 per cent of the populace live you'll come

away with stars in your eyes. And yet... those mean streets of bazaars, emporiums and "factory shops" crammed with activity and noise is the very stuff of India. Here one style of living complements another.

But Udaipur will be remembered by me as the place we remained idyllically stationary overnight. In the morning we went our own way to explore the frenzied town, meeting for a "chota peg" and lunch at the Lake Palace, now a high-class restaurant, attainable only by boat.

It was Jaisalmer, however, that captivated me. Out in the heart of the Thar, the Great India Desert, lies this little city founded by Raval Jaisal in 1156 and once the capital of the Rajputs. Surrounded by stone walls its yellow temples, fort and palaces rise out of bare rock with the great desert horizon stretching into eternity all around. Even the ordinary dwellings have a certain majesty, many decorated with elaborate balconies, intricate carvings and facades of pure delight.

Jaisalmer offered a camel ride in the sand dunes, for one can't go into a desert without doing the proper thing. But this one was made most palatable with an addition of a musical soiree and, later, dinner at Moomal Tourist Bungalow - not at all like any bungalow I know.

It's Monday so it must be Jodhpur and, lo and behold, it was. Jodhpur's contribution in the cultural stakes was a Taj Mahal-like tomb/shrine, the *Jaswant Thada*, and, naturally, a palace/fortress, the most massive of the lot, erected by Maharajah Ajit Singh to commemorate his military successes over the Moghuls.

And on the seventh day thou shalt rest, the Good Book stipulates, but for us it was a bird-sanctuary at Bharatpur and the never-lived-in city of Fatehpuri. The day ended at Agra where the Taj Mahal is the only fitting climax to any tour of India.

At Delhi next day we disembarked from our respective coaches to become "plain Mr. and Mrs. Again". I was not the only one to look wistfully at the golden train. A "Palace on Wheels" it had been indeed, turning mere mortals into seven-day maharajahs - but, damn it, the thing had become home.

The "Palace on Wheels" is most economically travelled as part of an inclusive Indian tour. The cost of the three-day circuit inside of a seven-day tour is around £530, and that of the seven-day circuit inside of 13 days is about £860. These prices include Air India return flights London/Dehli and hotel accommodation in Delhi, Jaipur, Udaipur, Jaisalmer, Bharatpur, Jaipur, Agra, Jaipur, Delhi. Wings and Speedbird packages are available from the Indian Government Tourist Office, 21 New Bond Street, London W1.



Photographs by Christopher Portway



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This is the age of the train.

Cruising down the Dnieper

By Tony Tindall

We hadn't expected to touch down at Riga nor to drink fruit juice round the cabin door while refuelling in a violent thunderstorm. Yet the welcome at Moscow-Sheremet'ev 2 was not so warm. Lack of a vital visa stamp led to threats of "back to London on the first plane". But dumb innocence and a successful intervention by Svetlana, our guide for the trip, saved the situation. After four hours sleep came the first sightseeing with Benjamin - student engineer, enthusiastic amateur guide and purveyor of fractured American English.

We glimpsed the University, Hotel Ukraina, and the Bolshoi, but the serious business was postponed until our return from the south.

The Kiev express left at 20.00. We travelled hard-class, mid-way down this immaculate, air-conditioned 18 coach train. A pretty uniformed-hostess served us tea, dealt firmly with intruders, drunk and sober, and vacuum-cleaned throughout the carpeted coach. The line was frustratingly tree-lined but we gained some tantalizing glimpses of cottages with garden wells and private cows, un-made roads and vast fields of sun-flowers.

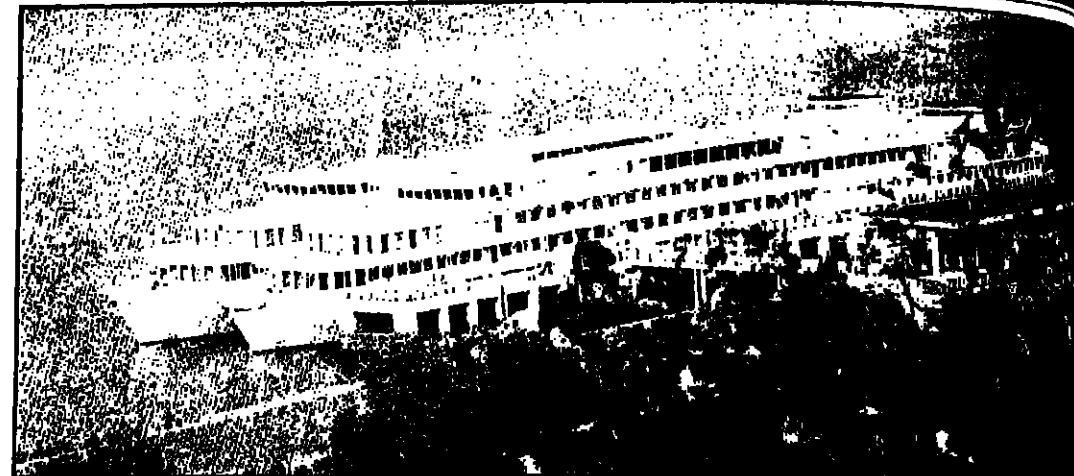
Svetlana proudly showed us her native Kiev. Kreschatik is of similar proportions to the Champs Elysées but its elegance is less ostentatious. We admired St Sophia's, were intrigued by the skeletons in the catacombs of the Pecherskaya monastery, amused by the pet cockroaches of the bank cashier and awed by the first of many enormous memorials, testifying to the lasting obsession with the second world war.

But it is the Dnieper which dominates. Serene and green it flows through the city between golden beaches and sparkling shingle banks and on through lush rural and spectacular industrial panoramas to the Black Sea, 1,000 kilometres to the south.

No tourist could have viewed it in greater style. The 1,000 ton "Nikolai Gogol" was built at Wismar in the GDR in 1981 and sailed by its present captain to Odessa via Leningrad, Lake Lodoga and the Volga. Beautifully appointed cabins, first class Ukrainian cuisine, plenty of deck-space and a young, friendly and highly-trained crew held out the promise of a memorable eight-day voyage. Also aboard were a small group from Hamburg YMCA and a noisy band of Athenians, age range 17 to 79.

The crew of 84 were augmented, to their mutual dismay, by a disconcertingly large team of administrators from Sputnik - the youth equivalent of Intourist. At 8am on July 21 we sailed for Kanev, to martial music and mild exhortations not to photograph locks or bridges. Minutes later the Greeks were photographing an enormous freight train passing above and so loudly abused the remonstrating bridge guard that the poor man fled. The subject was never mentioned again.

As if in punishment, International Deck Games were suddenly announced. Greeks versus Germans versus British - a blatant attempt to cause rifts within NATO! Our youth team beat the Greek men in the Tug-of-War, despite their aged, 16-stone, anchor woman, but lost out



Two of the Dnieper cruise ships side by side at Kanev

to the Hamburgers. Fortunately, such distractions were momentary and we were able to enjoy the vastness of sparkling, green water, little reed-fringed islands inhabited only by solitary fishermen or camping families, and the golden beaches of small villages on the edge of the hard-wood forests or maize fields.

Darting terns and the ubiquitous black-headed gulls seemed oblivious of us, and the occasional small freighter. They and we were more impressed by the large hydrofoils of the Kometa and Meteor classes which overtook us at 90 kph. Crowded with villagers en route to market - their produce in covered baskets on the running boards - they must have transformed peasant life along the river.

Local sightseeing was the responsibility of the town Sputnik organization and varied according to their resources. Kanev had none, so those willing to brave 30°C, took the short cut to the burial place and museum dedicated to Taras Shevchenko, the Ukrainian National hero, artist and poet. In the cool of the evening our jogger set off for town, returning apparently unmarked, to report a picture of decaying wooden houses and very basic apartment blocks.

The picturesque river station at Cherkassy was straight out of Mark Twain and while the Greeks had fights about fights on the quay we chose between the foreign visitors' beach and wandering at will through this provincial city. More cultural shock! Apple trees festooned with heavily laden vines, the "bra" stall in the main square, large apartment blocks - some colourful and occupied, others abandoned half-constructed - the notice board offering flat-swaps all over Russia, and the ice-cream and doughnut vendors. In the afternoon we met Oleg, a teacher of English with an incredible command of the language and breezy personality. He had recently returned home from Sverdlovsk, having chosen between a wife ("like the winter climate") and his beloved Dnieper where he could fish all the year round.

It was Beauty Competition night and as all nationalities were expected to enter, our entrants went in drag and came fourth. Oleg came along, "for the laugh", stowed away and was put ashore via a passing hydrofoil at first light. Next morning Funny Olympics were scheduled for the beach at Zheleznyy Island. We circumvented the official arrangements by staging a cricket match without a ball and a Kremlin-building competition. That afternoon we cleared the locks at Kremenchuk, lined with bitterns and herons and sailed off into more vast green and golden river-scapes. In the evening, Captain Evgeny Mikhailovich gave a dinner party for group leaders and Sputnik directors.

Tired of "lying bureaucrats", he and I struck up a warm conversation on the merits of Russian tea, the letters of Lord Chatterfield and the wild life of the river, despite constant interruptions for toasts. Every one else having been honoured, I proposed the health of the river and its fish, only to be sternly reminded by the senior director that "we humans must never forget that we control the nature".

"Tell me about 'Cyde Park'!" whispered the captain, as I took my leave. "He'll like they say?" "Absolutely," I replied. "But what if the children hear



Welcome staged by the Young Pioneers

such things?" he insisted, horrified. I hadn't time to answer before he was called away. We had anchored near Dneprodzerzhinsk, Brezhnev's home town, and at till midnight drinking wine on the upper deck, watching the blast-furnaces and commuter buses taking in the night-shift.

Having passed Dnepropetrovsk and its enormous dam in the night, we landed at Zaporozh'ye on the morning of the 24th to a welcome by a Pioneer team of singers and dancers, to which the local tenor and a stray dog added their own particular tributes. This was a city of 800,000 on the east bank which had been razed in the war. The oldest part of the city now dates back to 1958.

Novaya Kahovka, its vineyards and its enormously impressive Troika memorial to the "Civil War", Kherson - the city-port with its teeming beaches of standing sunbathers and the final stretch of this beautiful river brought us to the Black Sea.

Threading our way through lines of laid-up freighters and super-tankers (several of them British) we finally made Odessa at 10am on the 27th, and tied-up just below the Potemkin steps. Despite the heat, the tree-lined boulevards offered pleasant walking and Crimean Champagne at 26.00 per bottle seemed the popular drink at the pavement cafes. Odessa was memorable for its Maritime Museum, (our



Peasant market at Zaporozh'ye

A town full of treasures

Leslie Gardiner reveals an unexpected aspect of Glasgow

It looks like a misprint, this travel firm's offer of a five-day concentrated art-treasures tour of Glasgow for around £330. What is Glasgow doing in the company of Venetian Baroque, the Renaissance gardens of Italy and the temples of Bangkok?

The words "Burrell Collection" provide a clue. In 1944 the industrialist Sir William Burrell bequeathed his treasury of pictures and sculptures to his native city, with the proviso that it should be displayed in a pollution-free atmosphere.

That seemed to rule out Glasgow. But in the past 40 years Glasgow has changed. The population has declined from a million plus to around 700,000. The smog over Scotland's industrial heartland has drifted away, new technology in the city has reduced the strident "song of the Clyde" to a whisper. Even the climate seems to have improved - certainly the rain is clearer. The "dear old Glasgow town" of the Saturday-night drunk shows signs of becoming once more the "beloved green vale" which the old Irish word *Glasglu* is supposed to mean.

In November 1983 the custom-built gallery in Pollok Park opens its doors and the Burrell Collection goes on display - the richest artistic request ever made by an individual, and today richer still on account of recent acquisitions, among them the *Warrior Vase*.

One gallery doesn't make a cultural metropolis but visitors heading for the Burrell museum will enter a city unusually rich in art, history, architectural distinction and green places. There are still 260 pubs in the central area but there are also

260 public parks and gardens within about a four-mile radius - more per head of population than in any city of Europe.

The principal Glasgow parks surround stately homes of one kind or another, and the stately homes have notable art collections and exhibitions. Near the Burrell museum stands Pollok House, an Adam mansion open to the public and containing outstanding Spanish paintings. El Greco, Murillo, Goya and others - and porcelain and silver. A short walk through the park (observe the St Mungo herd of rare wild cattle, named for Glasgow's patron saint) brings you to the 16th-century towers of Glasgow Castle where the bric-a-brac of social history, particularly children's toys and clothes, is on display.

Strolling on Glasgow Green, James Watt solved the problem of steam propulsion. This is the city's oldest park. It was established in 1662 and its "stately home" is the People's Palace, where halls full of models and exhibits tell the history of Glasgow's commerce, industry and culture. Poets, scholars, tobacco lords, sugar barons, shipping tycoons, shopping magnates... perhaps the archetypal Glaswegians are the retail supremos Sir Thomas Lipton and John Anderson. They were called the "universal providers" - a description which fitted Glasgow herself in her heyday.

Kelvingrove Park, at the respectable west end of the city, has the principal art gallery and museum, a frothy late-Victorian extravaganza in pink sandstone with what is generally agreed to be the finest civic collections of British, Dutch, French Baroque and Impressionist and post-Impressionist paintings. A room

devoted to the decorative arts of Charles Rennie Mackintosh is the chief objective of students from all over the world.

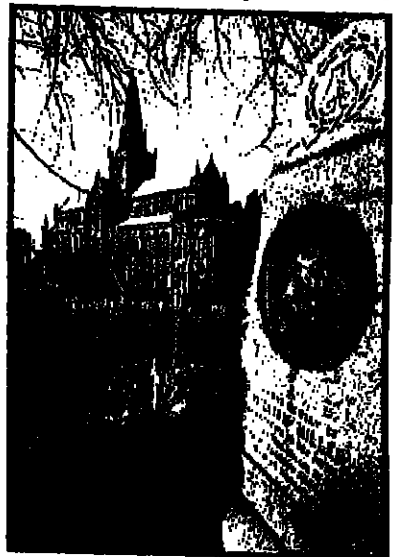
Time was when Mackintosh's deceptively stark kitchen cabinets were broken up for firewood. Nowadays when a clock or a painting or a piece of furniture is discovered it excites the international art market. The best of his work is on view at the Hunterian Gallery in Hillhead Street, near the University of Glasgow. It includes a complete reconstruction of the house he designed, built, decorated and furnished for himself.

Mackintosh - was Glasgow born and bred, and nearly all his work was done in and around the city. His Glasgow Art School, built 1896, considered a monstrously idiosyncratic facade, is in Renfrew Street. His church, a charming building in Maryhill Road at Queen's Cross, is now the HQ of the Charles Rennie Mackintosh Society. The library at the Art School is named after him, and its chairs, tables, shelves, lighting and décor are his. Another celebrated interior, Miss Cranston's Willow Tea Rooms, a genteel rendezvous of Edwardian Glasgow, has been affectionately (one might say respectfully) preserved inside a Sauchiehall Street department store.

Mackintosh's most striking legacy is the Hill House at Helensburgh on the Firth of Clyde. He built, furnished and decorated it for the Glasgow publisher Walter Blackie. "Here is the house," he wrote when he handed it over in 1904. "It is not an Italian villa, an English mansion, a Swiss chalet or a Scottish castle. It is a dwelling house." A trip to Helensburgh, incidental-

ly, on one of the suburban blue trains is an experience in itself. You embark in a dismal cavern of central Glasgow and in 20 minutes you emerge among the sea lochs with the mountainland known as the "Duke of Argyll's Bowling Green" rearing up on one side and the sparkling firth and its jigsaw of islands spreading out on the other. The Hill House passed in 1982 into the care of the National Trust for Scotland.

Pilgrims on the Mackintosh trail usually start at the City Information



Glasgow Cathedral

Bureau in George Square, Glasgow, by picking up the 15p booklet *Charles Rennie Mackintosh 1868-1928*. It locates all the sites associated with him.

Returning to Kelvingrove, you may step down into Glasgow's largest park by way of some early- and mid-Victorian terraces and crescents which, now they have been cleaned down to their original honours, are an architectural revelation. Then you can follow the Kelvin river for three or four miles, on woodland paths, among

shrubberies and grassy slopes with scarcely a sight of a building, though you are still in the heart of Glasgow. As though to compliment the city on its clean-up campaign in these western districts, a salmon appeared recently in the Kelvin after a lapse of nearly a century.

Much water will flow under central Glasgow's bridges before the Clyde is restored to something resembling the crystal stream that Daniel Defoe and his contemporaries admired; but a start has been made. People wander round the Gorbals now and ask when are they coming into the Gorbals. That query looks across to a riverside walkway which will lead you upstream for two miles, alongside the old waterfront of the commercial section past the foot of thoroughfares whose names - Jamaica Street, Virginia Street - recall the foundations of Glasgow's prosperity when clippers laden with sugar from the West Indies and leaf tobacco from the southern states came right up to the warehouses and auction rooms.

Walking upstream you are walking back into Glasgow's earliest history. Here is the Saltmarket, the oldest road in Scotland, mentioned in a document of 540 AD as connecting the Clyde with the cell of the holy hermit Mungo, the nucleus of the ancient *Glasglu*, the "beloved green vale." St Mungo still inhabits this spot; his bones were laid in the crypt of Glasgow Cathedral, under some magnificent pre-Reformation Gothic fan vaulting, and the stained glass windows tell his story which, if it is only half true, must have been an exciting one.

Among the dilapidated aerosol-sprayed remnants of this unfashionable end of the modern city, Glasgow's Cathedral Square is a melancholy little oasis of neglected history, enclosed in monuments and venerable buildings. Stangers don't often find their way to it but, when they do, they make a note to come back again when they have more time to spare.

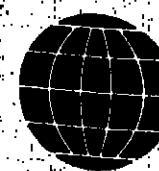
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A winter's trail

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 experience in a developing
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 with work available at
 GCE 'A' Level.

The school was superb
 built in 1867 on a 30 acre
 site on the edge of open
 country.

Further details and an

able from the Headmaster
to those who have been
returned by 4th February
1953. (64585) 154888

DORSET

POOLE GRAMMAR SCHOOL
Griffin Hill, Poole
(730 Boys)

Required for September,
1953, for entrance to the
Chemistry (Scals I, together
with some Junior, SHP
Mathematics. Ability to coach
in one or more major sports
will be an advantage.

Full particulars and forms
of applications, on receipt of
which a stamped address will
be sent, from the Headmaster.
(64573) 154888

EALING

LONDON BOROUGH

Estina Green, London W5
SEW
 [We seek 10 Comprehensive
 (High School) for Boys
 Required for February 1953.
 The room as suitable for
 wards, a well qualified
 teacher (Scale 1) for Chemis-
 try, a teacher for Physics
 and interest in teaching Phys-
 ics to 'O' level would be an
 advantage.
 The School is centrally situ-
 ated in pleasant surroundings
 with ample room for extra
 academic success. Excellent
 ancillary support is provided
 by a staff of 10.
 London Weights £34 per
 annum.
 Application forms (SAE)
 from the Head of the School
 to be returned by 11 February
 1953 to the Secretary.

There taking up permanent teaching posts
to Headteacher for application form and
teacher; Mr R. J. Walkey.

As possible, a well qualified enthusiastic
teachers in the small rural comprehensive
of S.M.P. Minto, be prepared to teach the
of level each to enter fully in the work

INFANTS SCHOOL
ch, 1983.

D INFANTS SCHOOL
ember, 1983 or earlier if

INFANTS SCHOOL
ember, 1983 or earlier if

There is a removal application scheme for teachers taking up permanent teaching posts from outside this County. Send BAE (P x 47) to Headquarters for application form and further details. Unless otherwise stated:

ROSELAND SCHOOL
Tregony, Truro TR2 8SE
Group No. 8, B.No. on Roll: 482. Headteacher: Mr R. J. Walskey,
B.A., F.R.S.A.
Teacher of Mathematics - Scope 1

Required from 1st April 1983 or as soon as possible, a well qualified enthusiastic teacher to join a successful team of five teachers in this small rural comprehensive school. Candidates should have experience of S.N.P. Levels, be prepared to teach the primary range from remedial to additional, V level and to enter fully into the work of the whole school.

PRIMARY HEADSHIPS
BOSKENWYN O.P. JUNIOR AND INFANTS SCHOOL
Boekenwyn, Helston TR13 0NG
Group No. 1, Vacant from 31st March, 1983.
Closing date 25th February 1983.

COADS GREEN C.P. JUNIOR AND INFANTS SCHOOL
Coads Green, Llanneleon PL15 7LY
Group No. 1, Vacancy from 1st September, 1983 or earlier if available.
Closing date 25th February, 1983.

MANOLDFRA C.P. JUNIOR AND INFANTS SCHOOL
Manoldfra, Penzance TR20 8AB
Group No. 1, Vacant from 1st September, 1983 or earlier if available.
Closing date 25th February 1983.

Send BAE for the application forms and further details of all above Headships to the Education Officer, Cornwall TR1 3SA. Further details of other posts in Cornwall and Devon can be obtained from the Education Officer, Devon TR1 3SA.

7

COVENTRY
COVENTRY SCHOOL
Bablake
(H.M.C. Coeducational)
Roll 820
There will be a vacant
Bablake for a well
qualified PHYSICIST to teach
subject at all levels in
school. This would be a
cellent first appointment
candidate with high academic
qualifications.

DARLINGTON
POLAM HALL

Day School (346 girls
Senior School)
(Re-advertisement)
Required for September
Teacher to be in charge
of Biology, Chemistry, and
A and B Oxbridge level
Scale 2 or 3 according
experience.

An interest in field
work, and ecology is
desirable, and the will-
ingness to partake in ex-
tracurricular subjects. Plea-
se state if interested in a
studentship.

DORSET
BRYANSTON SCHOOL
Blandford, DT11 0PX
Independent, H. M. C.
BRYANSTON

ably young, and capable
teaching from 13 plus till
to University Scholarship
required for September 1
Games coaching ability w
be a recommendation.
Apply to the Headm
enclosing curriculum vitae
the names of two referees
(04305) 18

MISS
the Housemistress from

ates should therefore be
jects to 'A' level, and have
successful teaching or other
experience.
provided within the House
emissary: the salary scale
in additional responsibility
ential emoluments. Further
on request.
curriculum vitae to The

SCHOOL

33 a well qualified and
Physical Education
d be recent graduates,
subject to O and A level;
prehensive programme of
assist with the running of
and week-end activities

salary scale. School
ble.
from the Headmaster, to
or with a full curriculum
rees, should be sent as
ASTER
Upplingham.,
59QE.
282 2218

colleges

SOUTH LONDON COLLEGE
Knight's Hill, London SE27
07X

Department of
Telecommunication and
Electronics

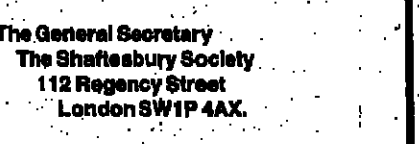
LECTURER I required apt to teach principles and practice of Radio and Electronics. The teaching duties will relate to COLI 224, TEL Certificate Diploma, and Electronic Wiring (VOPS) courses.

**VAUXHALL COLLEGE OF
BUILDING AND FURTHER
EDUCATION**
Belmore Street
Wandsworth Road
London SW8 Tel: 01-828

Department of Business Education
LECTURER II - Accounting/Book-keeping
Required keep to teach Accounting and Bookkeeping on a variety of courses including 'O' and 'A' GCE, DEC General and National Awards, Sec-

[illegible]

WESTMINSTER COLLEGE
Department of Professional
Cookery - Vincent Square
Required as a LECTURER in
CATERING OPERATIONS (2000)

[illegible]

SMITHSONIAN INSTITUTION
WASHINGTON, D. C. 20560

**OR LECTURER IN
COMMUNITY CARE
STUDIES**

a wide range of full-time, in-service and
es including HEFC, NNEB, PCSC and
t offers opportunity to develop a number
h Dorset Social Services Department,
hold COSW or equivalent qualification
eant practical experience, Graduate
/or education experience an advantage.

lecturer:
34 (bar) - £12,816 pa.

etary, North Road, Parkstone, Poole.
00: Forms to be returned within two
advertisement.

Administration General

LONDON
FOREST SCHOOL
London E17
BUNBAR required for Forest School
(Independent) HMC: I.A.P.S.
1000 pupils
From September, 1983. Salary
from £10,000 to £12,000 p.a.
as Deputy Head. Group
Applications with C.V. and
two referees to Clerk to the
Governors, from whom further
details may be obtained. 0206005
168244

LEICESTERSHIRE

INSTRUCTOR OF WOODWORK

TOWERS HOSPITAL REGIONAL SECURE UNIT

A qualified INSTRUCTOR OF WOODWORK is required to work in the Regional Secure Unit with the inmates of the Towers Hospital, Leicester. This unit is purpose built and has 40 beds for the assessment and rehabilitation of disturbed male and female patients.

Responsibilities will include planning, organising and carrying out the woodwork programme and assisting in the treatment of patients in accordance with their needs, working closely with the Occupational Therapy Team and other staff.

Applicants must have a technical qualification in industrial and/or teaching experience in the use of wood. In addition, the successful candidate will be required to have the ability to work with patients with patience and enthusiasm and essential personal qualities.

Enquiries and informal visits welcomed by telephone Sue Gibson, Head Occupational Therapist, on 0533 761184. Ext. 202/294.

Previous applicants need not apply.

Application forms and job descriptions available from the Personnel Department, Towers Hospital, Claydon Lane, Humbleton, Leicester, LE12 5JL. Tel: 0533 761184, Ext. 250. 500000

WELSH OFFICE DEPARTMENT OF EDUCATION AND SCIENCE HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors in Wales.

Inspectors provide a service of professional advice to the Secretary of State and their work includes inspecting and advising all educational institutions other than Universities; writing reports; consulting with local education authorities; organising courses; and undertaking general duties as well as specialist work.

The Inspectorate is particularly anxious to recruit for the following specialisms: chemistry; history; mathematics; food education/catering and hotel management; primary education - junior and infant/nursery.

Candidates should have relevant qualifications and experience in schools or colleges together with informed interest in current educational thought and practice.

For at least one of the posts, it would be an added advantage if candidates had particular interest and experience in dealing with pupils having special needs.

Starting salary within the range £13,846 to £19,834. Higher posts are normally filled by promotion.

Application forms (to be returned by 25th February, 1983) and further information may be obtained from: Mrs. E. Thomas, Welsh Office Education Department, Room 1 - 027, Cathays Park, CARDIFF, South Glamorgan, CF1 3NQ. (Tel: Cardiff 823370).

Social Services

Temporary Officer-in-Charge

(18 months)

£9,856-£9,504 (plus £1,134 London weighting) p.a. Inc.

Required at Ryleston Day Nursery, Ryleston Road, London SW6.

We are looking for suitably qualified people with considerable experience in working with the under fives and their families, in a day care setting. You would be required to manage teams of up to 16 child care staff, be involved in their further professional development and supervise the training of NNEB students.

For an informal discussion contact Mrs Brock on 01-741 1677, Ext. 218.

For an application form phone 01-748 7820 (24-hour answering service), quoting Ref: DNR1.

APPLICATIONS WELCOMED FROM DISABLED PEOPLE

Hammersmith & Fulham

DORSET COUNTY COUNCIL COUNTY EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER (SPECIAL EDUCATION) (Based at Portman House, Bournemouth) PO 1(6) - £10,860-£12,174

Applications are invited for this post which it is hoped to fill from 1st May, 1983.

Applicants should have appropriate qualifications and experience in teaching/lecturing, including management responsibility. Experience as an Education Officer would be an advantage, but this post is suitable for candidates with a teaching/lecturing background who wish to make a career in educational administration.

Removal expenses will be paid in approved cases. Application forms returnable by 7th February, 1983 and further details from County Education Officer (MD), County Hall, Dorchester, DT1 1XJ. Tel: Dorchester 63131, Ext. 4171. (Please quote post number C0080X).

The Royal Philanthropic, Redhill, Surrey

THE PHILANTHROPIC COMMUNITY

a new residential centre for teenage boys, provides therapeutic care, treatment, and education from remand, through assessment, and long term

group experience to independence. The first unit, Mountbatten House, is now fully operational, and we are ready to open the second 15-place unit, Belle Vue.

TEACHERS (3 posts) and RESIDENTIAL SOCIAL WORKERS

are required to complete the staff team for this unit

Teachers should be able to offer general subjects, as well as an interest in either Metalwork, Motor Mechanics, Music, General Science, or Computer Studies.

Residential Social Workers should have a special interest in either Group Work, Counselling, or Social Skills Training. A recognised qualification is preferred but is not essential.

You should, in every case, be at least 21 years of age, be aware of the normal needs of adolescents, and be able to work imaginatively and consistently to meet those needs in a dynamic and evolving setting.

Your commitment to intense work with problematic teenagers is sure to test your professional skills and emotional resilience.

Appointments will be at RSW Grades 4, 3, and 2, or on Burnham Scale 1 or 2, dependent on previous experience and qualifications.

All staff, by local agreement, work an average of 42½ hours each week, and are required to sleep in occasionally.

Ten weeks annual leave inclusive of Bank Holidays.

For further information about these posts, please phone Walter Camping on Redhill 63446.

Application forms from: The Principal, The Royal Philanthropic, Redhill, Surrey.

Closing date: 4th February, 1983.

Wandsworth
an equal opportunity employer

Child Care

DORSET COUNTY COUNCIL WOODROFFE SCHOOL

Rhode Hill, Bournemouth

RESIDENT HOUSEPARENT (female)

(POST D1140A00)

VO You must be interested in the education and welfare of the 15 girls (13-19) who will be attending Woodroffe School. An interest in games and leisure activities of all kinds both indoors and outdoors will be a recommendation.

Hours of duty 46 hours per week term time only, plus three evenings per week only.

Salary within the Dorset County Council Scale 1 £17,116 by increments to £21,408 with a maximum allowance of £23,39 per annum when appropriate charge will be made for accommodation and meals.

You may telephone Mrs. Ayer, Houseparent, Rhodes Hill, Bournemouth, Dorset, for more about the job.

Application forms from Mrs. P. Ayer, Rhodes Hill, Bournemouth, Dorset, for more about the job.

(Closing date: 11th February, 1983. 0540000)

Education Psychologists

LANCASHIRE COUNTY COUNCIL SOCIAL SERVICES

RED BANK SCHOOL, Merseyside WA19 2EA

EDUCATIONAL PSYCHOLOGIST

Salary: £9,058 - £9,663 (Qualification Bar)

Applicants should be qualified in a multi-disciplinary team involved in the assessment of educational, social and emotional difficulties. Candidates should be aged 10 - 17 years, have a degree or equivalent qualification, and be committed to the care of the Local Council for who are responsible for the Red Bank School.

Application forms and further details are available from the Principal.

Closing date: 11th February, 1983. 0460771

WALTHAM FOREST

AN EQUAL OPPORTUNITY

WALTHAM FOREST SCHOOL

Waltham Forest, London E17

PSYCHOLOGIST

Mr. P.H.

Waltham Forest School

Waltham Forest, London E17

Waltham Forest, London E17

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Examiners

SOUTH WESTERN EXAMINATIONS BOARD

for the Certificate of Secondary Education

23 - 29 March, Bristol

BS1 4UP

Applications are invited from teachers serving in secondary schools for the following subjects: (a) English, (b) History, (c) Mathematics, (d) Science, (e) Social Studies, (f) Geography, (g) Physical Education, (h) Music, (i) Art, (j) Design, (k) Home Science, (l) Modern Languages, (m) Religious Education, (n) Citizenship, (o) Personal, Social and Health Education, (p) Other subjects.

The Chief Examiner will take charge of the marking of the 1983 examinations and will be responsible for drafting the question paper and mark scheme for the 1983 examinations.

(b) Assistant Chief Examiner will be responsible for the marking of the 1983 examinations and will be responsible for drafting the question paper and mark scheme for the 1983 examinations.

An Assistant Chief Examiner will be responsible for the marking of the 1983 examinations and will be responsible for drafting the question paper and mark scheme for the 1983 examinations.

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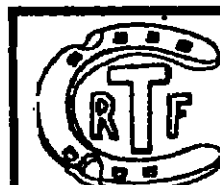
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CADARN TRAIL RIDING FARM

12 years old and going strong. Situated at the foot of the BLACK MOUNTAINS we offer Trail Riding for School Groups for Week, Weekends or Mid-Week periods. After 12 years we know that children from the age of 9 to 16 years adore our Ponies, appreciate our bunkhouse facilities and enjoy every minute of our riding programme.

We also know that accompanying School Staff appreciate separate accommodation, quiet room, private showers etc. The Brecon Beacons National Park is a beautiful area thanks to Mother Nature. We've provided the bits she couldn't manage. Send for brochure and details to: Cadarn Trail Riding Farm, Vellindra, Brecon, Powys. Tel: 04974 880 (24 hr. answering service). Approved member of the Wales Pony Trekking Society.

MISCELLANEOUS

Temporary Clerical Assistant required to help administer the school. Must be able to type, shorthand, and use a calculator. Salary £5.50 per hour. Apply to: Mrs. J. H. Jones, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

TUTORING: Home Tutoring (GCSE) available. Tel: 01-234 5678.

Outdoor Education

CAMBRIDGESHIRE COUNTY COUNCIL
RESIDENTIAL CENTRE
INSTRUMENTS
Applications are invited from suitably qualified persons to act as instructors in the use of instruments. The Centre is situated in a beautiful area of the county. Salary £5.50 per hour. Apply to: Mrs. J. H. Jones, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

THE OTHER POST suitable for either recently qualified or experienced teachers. Salary £5.50 per hour. Apply to: Mrs. J. H. Jones, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

Successful candidates will be required to instruct at a variety of levels and assist with the organisation and maintenance of equipment. Apply to: Mrs. J. H. Jones, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

TYNSHAW ACTIVITY CENTRE
Ideal for schools in the Brecon Beacons National Park in an area of outstanding ecological interest and beauty. Full-time centre for Field Studies, multi-activity, adventure, and training schemes and courses for individual courses. Apply to: Mrs. J. H. Jones, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

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